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ABSTRACT

The Northern Arizona Hospitality Education Program is an exemplary three-year project designed to help students, mainly Indian, obtain job skills and attitudes necessary for successful employment in the hospitality industry. Nine high schools from Apache, Coconino, and Navajo Counties participated in the project. Objectives included providing an interdisciplinary approach to curriculum and teaching, opportunities for related classroom and work experience through on-the-job training, and providing the project with a coordinator having hospitality industry and Indian cultural background. Further objectives were to create incentive for potential dropouts and to increase student awarenesss of various occupations in the industry as well as awareness of individual interests, aptitudes, and aspirations. A custom-designed curriculum, which was developed through teacher workshops, was one of the major outcomes of the project. Some problems encountered were lack of certified vocational teachers, getting parent and community involvement, cultural attitudes, counseling for participants, and lack of direct funds to the schools. As one of the fastest growing service industries, the hospitality industry will provide many career opportunities for future employment. Three-fourths of the document consists of descriptive information in an appendix. (EA)

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HOSPITALITY

Tourism & Recreation

NORTHERN ARIZONA

HOSPITALITY EDUCATION PROJECT

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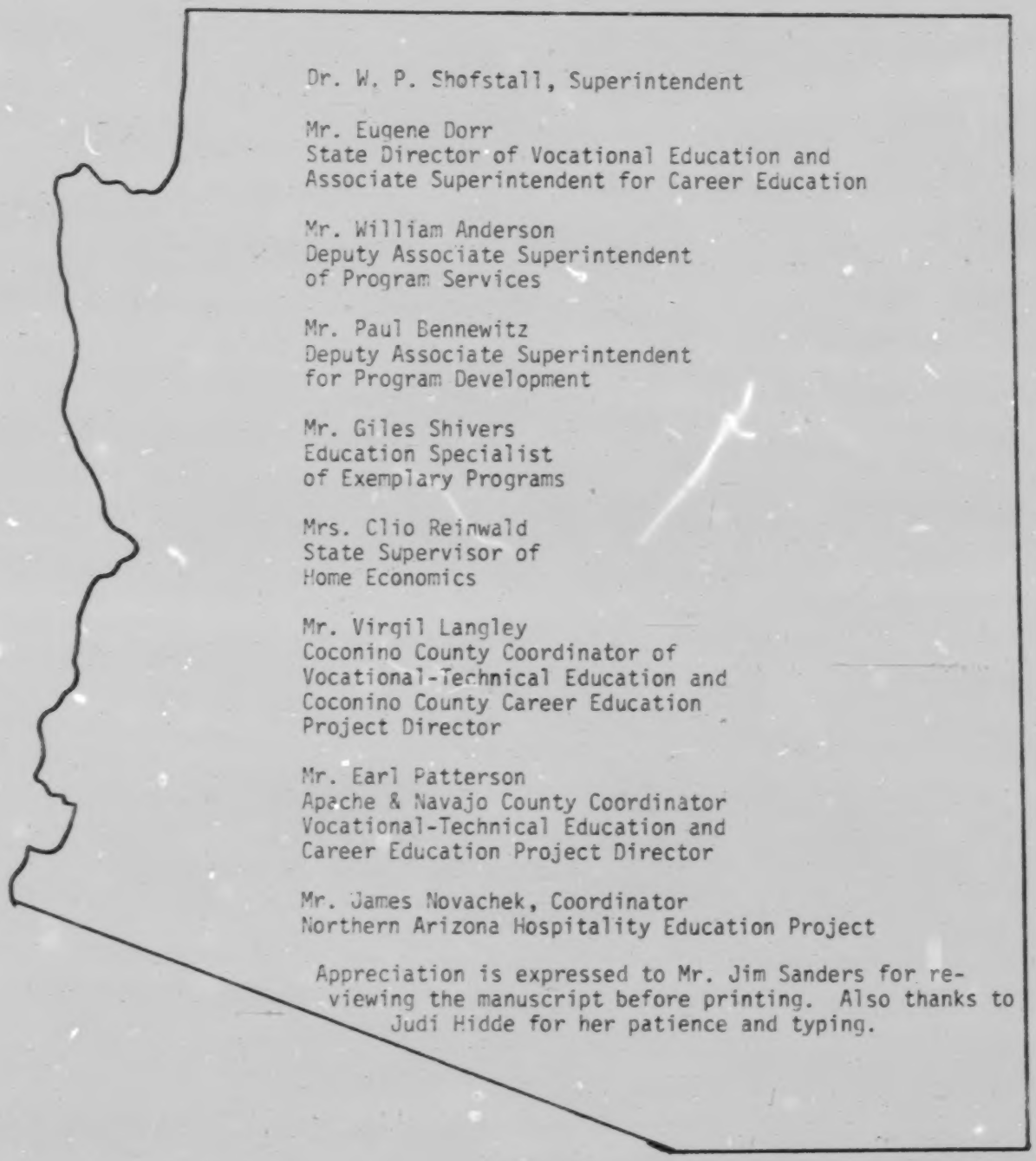

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I. INTRODUCTION

The Northern Arizona Hospitality Education Program was approved under Exemplary Funding in April 1970.

Exemplary programs are designed to bridge the gap between school and the World-of-Work. This project was designed to help the students obtain the necessary skills and attitudes which will enable them to be hired and accepted as employees in the expanding Hospitality Industry.

This project was a joint effort of several schools in the counties of Apache, Coconino and Navajo in Northern Arizona.

In general, this project was divided into workshop activity for teachers, administrators, guidance counselors; several coordinated school programs; and cooperative work experience during the school year and the summers for students.

Hospitality Education has become more meaningful with the advent of the occupational cluster list published by the U.S.O.E. in 1970. Prior to this, it had little recognition. A number of universities, colleges, and high schools are offering degrees and courses in this area. This industry is one of the fastest growing of all the service industries, with a great demand for trained personnel at the entry and mid-management levels.

This has been a favorable point for this program. Most school personnel have taken a different view point of this cluster and consequently have been favorable in counseling students to enter this field.

II. SYNOPSIS

The activities conducted by the project coordinator are summarized according to the original proposal (1970) and continuation proposal (1972).

A. 1970 GOALS

Students were provided with the opportunity to acquire job skills through classroom instruction and placement in real job situations in local communities. Classes were conducted on orientation to the World of Work.

This project did provide teacher training for personnel and provided them with a background knowledge of job skills and attitudes needed by the students to succeed in the Hospitality Industry. A total of four (4) workshops were held to accomplish this. A course was offered that allowed teachers to get out into the community and observe or do on-the-job training so they could better relate the needed skills and attitudes to their students.

Students were provided the opportunity to take a related World-of-Work class and then were placed on jobs and supervised by a coordinator. In some communities jobs were very scarce and, as a result, work experience situations were provided within the school.

A coordinator was hired for this project on October 1, 1970. He possessed a technical knowledge of the Hospitality Industry. This individual made every effort to become familiar with the cultures of those students involved on this project.

Teachers, counselors, and administrators were involved in the workshops representing 10 schools that were actively involved in developing this program.

During the first year of the project Grand Canyon was the pilot school, with the other schools further developing curriculum that they had started at the workshop.

Student enrollment criteria was not developed to the expectations of the project coordinator.

In some schools, classes in English and math were conducted which related to the Hospitality Industry.

Cooperative Education Work Experience Programs were conducted in all of the schools in this project.

Summer programs were conducted if there was sufficient student participation and interest.

Extensive work with counselors was done, with some group guidance sessions conducted with students.

B. 1972 CONTINUATION PROPOSAL GOALS

GOAL I

Enrollment in the Hospitality Program remained the same in 1973 as in 1972.

GOAL II

Curriculum materials were updated and more teaching aids were made available.

GOAL III

The expansion of the co-op programs proved to be very beneficial for the students.

GOAL IV

Information about this project has been publicized through stories in newspapers, meetings with advisory committees, contacts with industry and with the Navajo Tribe.

III. GOALS, OBJECTIVES, ACTIVITIES AND EVALUATION OF 1970 PROPOSAL

The objectives of this project were as follows:

1. Provision of curriculum which will assist students in bridging the gap between their own cultural attitudes and those needed for the World of Work.
2. Opportunity for those students with a career interest in the Hospitality Industry for acquiring job skills necessary for obtaining entry level positions.
3. Provision of instructional personnel who have had the opportunity to develop a thorough curriculum and a new understanding in the area of Hospitality Education and the culture of the students being taught.
4. Provision of on-the-job experience in two types of cooperative situations, one of which would be developed within his own geographic locality and another at a prime resort.
5. Development of a program which will enable students to see the relationship of his career interest area and academic knowledge.
6. Provide incentive to potential dropouts and others to obtain high school education and job skills needed to assist them in earning a living.
7. Provide vocational and other guidance services necessary to assist student in his determination of World of Work aspirations.
8. Through the development of a curriculum which takes into account the difference in cultural attitudes of the students involved and those of the World of Work, a new type of program for students in

Northern Arizona would provide more opportunities for industry and potential job seekers alike.

9. Provide the project with a coordinator whose technical knowledge of the Hospitality Industry will afford teachers and students the knowledge and skills necessary for entry into the industry.

One of the primary thrusts of this project was to prepare students for the World of Work. This was accomplished in various ways:

1. Students were enrolled in a related class. This gave them a better understanding of the World of Work.
2. Functions were conducted on the school campus with simulated or real work situations. Therefore, these students could be observed and more immediate help could be given to them.
2. Jobs in the local communities were located and the students were supervised by a coordinator.
3. Jobs in the local communities were located and the students were supervised by a coordinator.
4. Students were transported to a resort area (i.e. Grand Canyon) where they were employed. Coordinators were responsible for visiting these students as often as they felt necessary.

Students were placed during the summer months on coordinated work experience programs. During the summers of 1971, 1972, and 1973, there was a work experience program conducted with a number of schools in the project participating.

Number of students placed were:

1971----------170
1972----------100
1973---------- 80

The reason for the decrease in enrollment was the loss of personnel to conduct the programs, and in 1973, the delay in approving the project extension.

5. With the advent of Career Education, this objective was partially accomplished.

In the past it has been the philosphy of school boards on the reservation that all or most of the students should be prepared for college with little emphasis given to Vocational Education courses.

There has been some change recently in this philosophy with the importance of careers being recognized earlier in life. Work experience was one method of pointing out to the student the importance of English and math, and how these skills were important in their everyday job.

6. Some potential dropouts were funneled into this program to determine if this type of program had any "holding power." This was evaluated in Dr. Simons' report. (See Appendix)

This report pointed out that a number of students were more successful in this program and had displayed interest and motivation in this class while improving in some of their other classes.

One other interesting point is that a number of college-bound students were in this program. With these diverse backgrounds, these students managed to work very well together.

7. Counseling and Guidance Services provided for this program did not meet the expectations of the project coordinator.

It was obvious that counselors spent more time with the college-bound student and did not take an active interest in the vocational-bound student. Career materials and films were made available through the coordinators office, but were not used very extensively by the counselors. Two of the counselors

developed a counselor's handbook that was rated very high by the curriculum evaluation committee. Due to the size of this document, it is not possible to display it in the appendix.

8. Cultural attitudes are very difficult to change.

Many new and innovative concepts and ideas were put to the test with this program. Chinle High School, for example, opened a short-order restaurant next to the high school, almost directly in competition with the high school cafeteria. The outcome was that the cafeteria operated more smoothly because students were given a choice of two types of food. A building addition was put on the short-order restaurant which expanded the tables and supplied a coin operated jukebox. It was discovered that less students left the campus and more students were back in class on time after the short-order restaurant was started.

Because the students in the Hospitality Program were on a two hour block, they operated this restaurant without any outside help. When the school year was over, most of these students were very eager to go out and get jobs in the restaurant industry.

This course was supported by the administrators and was implemented because of the lack of job stations in this community. The Home Economics teacher, Miss Katie Powell, was very enthusiastic about this program.

9. The project coordinator worked very closely with the teachers in this project.

Dispite the distances between schools, a monthly visit to each school was conducted. At the time of the visitation, the coordinator worked individually during preparation periods with the teachers or held group meetings during the lunch hour or after school. Progress and problems were discussed, and with this service provided, it was obvious that the teachers

were more interested in the program if they knew the coordinator was interested in them and was willing to discuss any problems or successes they were experiencing.

Teaching aids were distributed and related information was passed out.

IV. GOALS, OBJECTIVES, ACTIVITIES AND EVALUATION OF 1972 PROPOSAL

This portion of the N A.H.E.P. Report has for its purpose the presentation of information pertaining to the goals, objectives, activities and evaluations in detail of the 1972 Continuation Proposal.

A. GOAL I

1 To increase enrollment in Hospitality Education Programs.

Enrollment was not increased because, during the 1971-72 school year, students were placed in the program without any prior counseling or screening. The next year counseling and screening were instituted, resulting in a somewhat lower enrollment.

OBJECTIVES:

Objective 1.1 "Students will benefit from relevant subject material as it is related to the Hospitality Industry, using small group instruction, laboratory and field experience."

All of these methods were employed to meet this objective.

Objective 1.2 "Provide incentive to potential school drop-outs and others in the program by organizing field trips, guest speakers, youth group organizations and directed work experience, stressing the importance of a high school education and job skills needed."

A number of potential school drop-outs were enrolled in this program.

Discussion with the teachers revealed there was a definite improvement in student behavior and interest in learning. Data on the numbers of students that secured employment after school is not available.

Objective 1.3 "Counselors will provide vocational and other guidance services necessary during student recruitment and throughout the school year to assist students in a career choice."

This did not meet the expectations of the project coordinator, but with the advent of Career Education, considerably more emphasis was placed on career awareness.

ACTIVITIES:

The following activities are suggested for consideration by each participating school district and to be used at the discretion of the district.

Activity 1.1.1 "The N.A.H.E.P. coordinator will provide the above mentioned material, media and assistance."

The project coordinator, whenever possible, provided assistance to the teachers with the following:

a. Resource materials
b. Lab demonstrations
c. Field experiences

Activity 1.2.2 "By working very closely with the Coconino, Apache and Navajo Career Education Projects, the students could be screened and more appropriately placed in this program."

Career Education was very helpful in making teachers aware of jobs in the U.S.O.E. Cluster. (See Appendix)

Activity 1.3.3 "Develop a Hospitality Day in which counselors, teachers, parents and administrators are all actively involved."

This was not accomplished, but the coordinator did participate in several school career day programs discussing Hospitality Careers.

EVALUATIONS:

Evaluation 1.1.1.1 "A pre and post test will be completed by each student enrolled in this program to determine their reaction to the material content, teaching techniques, lab and field experience."

This was not accomplished. A number of student "rap" sessions were held discussing these points.

Evaluation 1.2.2.2 "A test, 'The Food Service Industry Battery' by James P. Armatas, is presently in the process of being field tested. These tests will be given at the end of the first semester to all students enrolled in the Hospitality Program, to give us more specific results about the Indian students views and attitudes about the food service industry."

This test was not available for public distribution. Therefore, this evaluation was not accomplished.

Evaluation 1.3.3.3 "Utilizing the Career Education Projects occupational testing programs and results, students can be referred to the coordinator for more information about careers in the Hospitality Industry."

Career Education testing programs proved very helpful and, with the help of the counselors evaluating test results, more students were appropriately placed in this program.

B. GOAL II

II To develop custom designed Hospitality Education curriculum for each school in the project.

This goal was stated in the original proposal and it was determined

that it needed to be continued. The curriculum was updated by the teachers that wrote it or by other replacement teachers.

OBJECTIVES:

Objective 2.1 "Refine and update existing curriculum which will assist students in bridging the gap betweer their cultural attitudes (Navajo, Hopi and Apache) and those needed for the World of Work, through two seminars in October and March, and coordinator visitation."

A teacher seminar was conducted in October in a number of locations. The March seminar was canceled due to weather. The seminars stressed cultural attitudes and pointed out student unrest across the reservation. Cooperative Education and work experience were stressed at these meetings.

Objective 2.2 "Instructional personnel will be provided with the opportunity by July 1972 to develop evaluation instruments for program evaluation of activities, resources and functions which will be continuously evaluated to assure continuing quality of service and to determine how well each is contributing to the performance of the total system."

A workshop was held and evaluation instruments were developed to evaluate this objective.

Objective 2.3 "Advisory committees will meet two times a year, or as deemed necessary by request, being instrumental in reviewing and making recommendations about the curriculum, based on current and projected needs of an industrial society, and the need of individual students (Navajo, Hopi, Apache) to develop attitudes required by the dominant culture."

The advisory committee met in November, but upon sending them an invitation to meet again in June 1973 during the workshop, the invitations were declined.

ACTIVITIES:

The following activities are suggested for consideration by each participating school district and to be used at the discretion of the district.

Activity 2.1.1 "A related class will be offered to all students focused on the World of Work."

This class was offered in every school that had a cooperative or work experience program.

Activity 2.1.2 "Students will be provided with the practical business viewpoint on employment conditions and job opportunities in the food service/ lodging industry."

Students were taken on field trips, heard guest speakers and were provided with career materials related to the Hospitality Industry.

Activity 2.1.3 "Students will conduct demonstrations on their native cuisine for the rest of the class."

Students did conduct demonstrations (if you could hear them). Navajo students speak very softly in front of groups.

Activity 2.2.4 "A workshop will be held during the 1972 second summer session to upgrade the teachers that have attended in the past and help those teachers who are new to the program."

A workshop was held. Orientation to this project was conducted for the benefit of new teachers joining this program.

Activity 2.2.5 "Consultants will be utilized to give direction at the workshop, specifically in the area of understanding Indian culture.

One representative made a presentation pertaining to the Indian culture which was enlightening for those in attendance at the workshop.

Activity 2.3.6 "With our advanced technology there is a need to expose students to industry through field trips and guest speakers."

This was stressed because of the lack of industry on the reservation. Field trips and local guest speakers were utilized a great deal.

Activity 2.3.7 "The advisory committee will meet and discuss the project, students curriculum, and industry outlook."

The Advisory Committee was very willing to offer information and suggested the project be continued.

EVALUATIONS:

Evaluation 2.1.1.1 "All students will be required to participate in some type of supervised work experience program, i.e. work experience, work study, and Co-op education."

Students that participated in cooperative or work experience programs were evaluated by the coordinator and employer.

Evaluation 2.1.1.2 "Students will fill out a questionnaire, giving details about their work experience program."

Students were very willing to evaluate this program and offered many suggestions for improvement.

Evaluation 2.1.1.3 "Student demonstrations will be evaluated through the use of a video tape."

Almost every school district has video tape facilities, but teachers make all kinds of excuses for not using them.

Evaluation 2.1.1.4 "Evaluative instruments will be designed at the workshop, with each school field testing their material."

The evaluation instruments developed at the workshop were field tested by the schools.

Evaluation 2.2.2.5 "Workshop participants will evaluate presentations dealing with Indian culture awareness. If possible the Navajo Tribal Council will also be involved in the evaluation."

Workshop participants interacted and evaluated the presentation on cultural awareness.

Evaluation 2.3.1.6 "Sales representatives, distributors, and institutional suppliers will evaluate equipment and new trends in the industry for the students and instructional personnel."

Names of these people were given to the local coordinators and teachers. They had the students contact some of these representatives. It was difficult to secure these people because of the distances they had to travel.

Evaluation 2.3.2.7 "The Hospitality Advisory Committee is scheduled to meet in October and May, to offer direction and suggestions for the program."

This committee met in October and made suggestions about the program and its continuation. The May meeting was canceled because of weather and re-scheduled but was never held.

C. GOAL III

III To provide cooperative education or work experience for all students that need, want, or can benefit from this type of program.

This was one of the strongest points in this year's proposal. All of the schools were mandated to start some type of work experience program.

OBJECTIVES:

Objective 3.1 "By November 1972, students will be provided with directed learning experiences in an employment situation, if available in the community, or simulated work experience correlated with classroom instruction in the school."

Most all of the students were placed before November and in communities where employment was scarce; work stations were made available within the school.

Objective 3.2 "Instruction will be provided based upon the student's current career interest, attitudes, and ability as it relates to the requirements of hospitality occupations."

Instruction was provided in many ways:

Individual Learning Packets
Group Sessions
Meetings with Employer and Student Emphasizing
Requirements of Hospitality Occupations

ACTIVITIES:

Activity 3.1.1 "Increase the student's awareness of his interests and aptitudes as well as his awareness of various occupations in the Hospitality Industry, through planned work experience or cooperative education, field trips and guest speakers."

This activity was fulfilled in every way possible.

Activity 3.1.2 "Classroom instruction and on-the-job training will be closely articulated by the teacher/coordinator and the employer."

This proved to be successful with the use of evaluation forms.

Activity 3.1.3 "Students can better evaluate the contributions of general and vocational education in terms of their own needs and aspirations. Co-op methods help students clarify relationships between education and employment and earnings."

Through classroom discussions of work situations and consumer money management, the students could understand these relationships.

Activity 3.2.4 "Each student follows a plan of on-the-job experiences which is based on occupational requirements and his individual needs."

In some cases, this was difficult to fulfill because of the limited number of work stations in some of the local communities.

EVALUATIONS:

Evaluation 3.1.1.1 "An evaluation form will be used by the teacher/coordinator and the employer to evaluate the students performance."

This was used for the programs during the school year and for the summer program.

Evaluation 3.1.1.2 "Students will be required to maintain a grade point average of (2.5 to 3.5) and still maintain their part-time job in order to continue in the program."

This evaluation was too difficult to maintain so these standards were relaxed.

Evaluation 3.2.1.3 "Students will be able to relate better to their education by becoming more cognizant of how their classes help them in their every day jobs."

English and math teachers got involved in pointing out to the students how they could use these skills on their jobs.

Evaluation 3.2.1.4 "The needs of every student will be assessed and his occupational appitude checked by issuing the O.V.I.S. or G.A.T.B. Tests. A training plan and task analysis will be made out with the employer, student and teacher/coordinator present."

This testing program conducted by the county Career Education Project proved very useful. Training plans and some task analysis were used with student placement. The project coordinator provided samples to be used.

D. GOAL IV

IV To disseminate information about Hospitality Education and to involve representatives from businesses, industry, labor

professions and community agencies.

OBJECTIVES:

Objective 4.1 "Students will prepare a brochure on Hospitality Education for school and public distribution by March 1973."

This was started in four schools but was never completed.

Objective 4.2 "Provide local advisory committees with program information and plan two regional advisory committee meetings in October 1972 and May 1973."

The Advisory Committee was very supporative of this program and requested this program be continued.

Objective 4.3 "Dissemination of program results and evaluation containing information and materials developed during this project will be made available upon request."

Curriculum materials will be placed at the R.C.U. for use by other schools. Resource books and films will be available at the State Department R.C.U. Library.

ACTIVITIES:

Activity 4.1.1 "Publish the hospitality brochure and make it available in all three counties involved in this project, or upon request from others.

This was not accomplished.

Activity 4.2.2 "More actively involve the advisory committee members by sharing of educational films so that their employees as well as Co-op students can benefit."

Films were shared with a number of businesses and schools so good use was made of the materials.

Activity 4.3.3 "Evaluation will be on-going throughout the school year."

Evaluation of this project was conducted by the project coordinator throughout the 1972-73 school year.

EVALUATIONS:

Evaluation 4.1.1.1 "This brochure will be published and viewed by students, teachers, etc., with an evaluation check-list included to be returned to the project."

This was not accomplished.

Evaluation 4.2.2.2 "An evaluation of the total project will be conducted by the Advisory Committee and at the workshop by the teachers involved in the project."

This was not accomplished because the members that were invited did not attend the workshop. Possibly it was too late in the year.

Evaluation 4.3.3.3 "Prepare a final report documenting the impact of the project on students, administrators, teachers, counselors, and local school systems."

This is the final report.

E. ALL GOALS

1. PARENTS AND COMMUNITY

The involvement of parents in this program proved to be nearly impossible. Some of the deterants were:

Parents do not speak English (native language is Navajo).
Lack of mobility of parents - no transportation.
Parents may not have had any high school education, making it difficult for them to relate to high school.
Lack of finances needed to travel long distances.
Health reasons.

2. YOUTH GROUPS

The state H.E.R.O. (Home Economics Related Occupations) Youth Group held annual meetings with proficiency events. Some students from the Hospitality Program participated in these sessions.

An attempt was made to organize a Northern Chapter in October of 1972. A meeting was held in Chinle with all of the schools invited to attend and bring interested students. About one-half of the schools attended. It seemed very difficult to promote further interest in this group because of the distances, and also some students live as far as 40 miles from their high school, making it difficult for them to get together for weekend youth group meetings.

3. MONITORING AND EVALUATION

One monitoring visit was conducted in the fall of 1971. Mr. R.F. Vihel, Executive Secretary of the State Advisory Committee for Vocational Education, was the prime monitor. One school was visited (Fredonia) and their report indicated the positive and negative points about the program. The report indicated the project in that particular school rated between good and fair.

One external evaluation was requested by the project coordinator. This was conducted in May of 1973. Dr. Simons, Education Consultant for the Tempe School District, was the individual doing the monitoring. (See this report in Appendix)

4. ADVISORY COMMITTEES

This project made every effort to form an Advisory Committee and hold regular meetings.

One of the problems was the distance between the communities and the travel time required. Meetings were held in Tuba City and Window Rock.

Representatives from the Hospitality Industry, Public Health Hospitals, Ganado College, Trading Posts and National Park Concessionaires were members of the Advisory Committee.

The Advisory Committee was favorable to this type of program. It was difficult for them to fill their employment needs with trained personnel, therefore, they were very cooperative and willing to hire the students from the Hospitality Program during the school year and during the summer months.

5. FIELD TRIPS

This is one area the project coordinator felt was very important because of the lack of Hospitality Industries on the reservation or in the other small communities boardering the reservation. Some locations suggested for field trips were:

Grand Canyon
Flagstaff
Las Vegas
Albuquerque
Phoenix

In any event, most of these were located great distances from most of the schools. Although a number of field trips were taken throughout the three year period, with the school financing them the first two years, and this project reimbursing during the 1972-73 school year, it was felt there should have been more weekend or two-day trips. This way, more occupations could have been observed.

6. GUEST SPEAKERS

With the recommendations and support of the Advisory Committee, the coordinator launched a program whereby local Hospitality Industry individuals could help the teachers by being guest speakers. He asked these speakers to discuss career opportunities, job skills, and attitudes necessary for employment and the tourist industry in Arizona.

Highlighting the list of guest speakers was Mrs. Mary DeHoff, a retired airline stewardess. She visited various schools and, with a slide presentation and speech, opened new horizons for these students describing jobs available in

the exciting and glamorous airline industry.

7. PARTICIPATING SCHOOLS

The following schools signed an agreement to participate in this project:

Page	Ganado
Tuba City	Chinle
Fredonia	Grand Canyon
Window Rock	Monument Valley

During the first year, Grand Canyon was the pilot school for this program. Other schools continued to work on curriculum and student recruitment.

Monument Valley School District dropped out of the program because of lack of teacher interest and student participation.

Prior to the beginning of the second year two additional schools signed up to participate. They were Williams and Valley Union.

The school year of 1971-72 was the beginning of a one-year course, semester, or unit in all of the schools except Ganado.

The following schools are located on the Navajo Reservation. (See Appendix)

Tuba City	Chinle
Window Rock	Monument Valley
Ganado	

These schools are located in an economically depressed area with extremely high unemployment and school drop-out rates.

During the school year of 1972-73 there was considerable student unrest. This may be one of the reasons for the high turnover of administrative and teaching personnel.

8. RESOURCE MATERIALS

During the first year of the project, a concentrated effort was made by the coordinator to put together a library of reference books, career materials, films, and other related resource materials. These were on loan to assist the teachers with their program.

During the second year of the project, a number of S 8mm films were taken by the project coordinator of Indian students in all phases of the program.

The primary thrust was toward education and training in the student's own home areas. There are no films available depicting Indian students, therefore, these films did provide a meaningful relationship and made it easier for the students to relate to this program if they viewed films of their own peers.

A number of excellent 12 minute color 16mm films were purchased from National Education Media. (See Appendix) These films were made available on a loan basis to all of the schools in this project. Also, a number of other schools from Northern Arizona requested the use of these films; and, if they were available, they were given the use of these films at no cost.

9. WORKSHOPS

A custom-designed curriculum was one of the major outcomes of this project.

The geographical locations (see map) of the schools necessitated such a curriculum because of the diverse publics being served by the school districts. Also the high school enrollments varied from 80 to 550.

Four workshops were held during the three-year duration of this project.

1970: Orientation to the Hospitality Industry with consultants and guest speakers. All of the districts began identifying what areas they could teach courses in and began writing a curriculum for that area.

1971: The materials that were developed at the 1970 workshop were updated and more curriculum materials were prepared to expand the course offerings.

1972: This workshop was designed for the teachers to develop evaluation instruments that could be used to evaluate the curriculum, the reactions of students, as well as their own reaction to the program.

1973: The last workshop was designed for participating teachers to evaluate this project, make projections for the upcoming year as to the direction this program will take in their district, and what plans their school had for continuation of the program. A format was developed that could be used for schools that would be interested in developing a Hospitality Program. (See Appendix)

Students that displayed a career interest in the Hospitality cluster were referred by the counselor to the program coordinator. After discussions and screening, the students were placed in a class related to their career interest, with a major emphasis on the World of Work.

The writer feels he must comment about why there was so much orientation to the World of Work. On the Navajo Reservation the unemployment rate is approximately 60%. This is due to many factors: culture, lack of training, lack of motivation, and distances. This area is considered disadvantaged.

10. INTERDISCIPLINARY APPROACH

This project was designed to be interdisciplinary with the following disciplines being represented:

Office Education
Home Economics
Industrial Arts
Counseling
Agriculture

Teacners from these areas attended workshops sponsored by the project with consultants helping them write curriculum units or job descriptions. A few English and math teachers attended the workshops and developed units related to the Hospitality Industry.

Representatives of the Navajo Tribal Council participated in the workshop. Their involvement was to acquaint teachers with the cultural attitudes of the Navajo and how best to deal with these situations.

V. STRENGTHS AND WEAKNESSES OF THE PROJECT

Some of the strengths that this program provided for schools, teachers, and students were:

1. Expanded vocational class offerings in the schools.
2. Emphasized the U.S.O.E. Occupational Cluster (Hospitality, Tourism, and Recreation).
3. Made teachers and students more aware of careers in this area.
4. Provided teacher training through workshops in the area of writing behavioral objectives and improved their knowledge of curriculum development.
5. Provided a library of materials and films so that students and teachers could expand their knowledge in this area. (See Appendix)
6. Generated and developed over the three year period 60 pieces of material fitting into the categories of:

    Teaching Units
    Speeches
    Task Analysis
    Glossaries
    Information Sheets
    SS. 8mm Films
    Career Ladders

proved that team teaching would work.

Some of the weaknesses were:

1. This project did not provide any funds directly to the school districts. This made it difficult to promote this project and get cooperation from the school districts.
2. Student recruitment and selection was poor because no entrance criteria was developed.
3. Articulation between the schools because of distances.
4. Very little carry over of personnel from one school year to the next. This made it doubly difficult for teachers to return to the workshops and continue with their curriculum development.

VI. PROBLEMS AND SHORTCOMINGS

General problems related to this project were:

1. Long distances between the schools.
2. High turn over of teachers, administrators and counselor.
3. Student unrest.
4. Lack of certificated vocational teachers which limited the number of programs which could get funded through state funds.
5. In the beginning of this project, the Hospitality Cluster lacked support from school personnel.
6. Indian students were hesitant to leave the reservation for jobs.
7. Getting parent and community involvement.
8. Provided incentive for teachers to get certificates in the area of Cooperative Education and began Cooperative Education Programs.
9. Provided funds so summer work experience programs could be started, providing more opportunity for students.

10. Provided monies in the 1972-73 budget to help finance field trips.
11. Helped some of the schools acquire surplus government equipment to expand their laboratories.

General shortcomings related to this project were:

1. Public relations.
2. Number of field workshops for teachers.
3. Student testing program.
4. Difficulty in holding advisory committee meetings because of the distances and weather.
5. Lack of counselor involvement.

VII. PROJECT CONTINUATION

Schools that will be continuing with the Hospitality Program after this initial three year pilot stage are:

SCHOOL	ADDRESS	PHONE
Grand Canyon	P.O. Box 519 Grand Canyon, AZ. 86023	638-2404
Fredonia	P.O. Box 247 Fredonia, AZ. 86022	643-2633
Page	P.O. Box 1927 Page, AZ. 86040	645-2491
Tuba City	P.O. Box 67 Tuba City, AZ. 86045	283-5216
Chinle	P.O. Box 587 Chinle, AZ. 86503	674-3481
Window Rock	P.O. Box 559 Ft. Defiance, AZ. 86504	729-5705

It is suggested that those who are interested contact these schools and/or write to them about their programs and how they were designed, implemented and how they operate.

VIII. INVOLVEMENT OF ARIZONA DEPARTMENT OF EDUCATION

Good cooperation and assistance was received from the Arizona Department of Education when it was requested. Many of the State Supervisors were willing to help with their disciplines and provide service to teachers by helping with workshops and in-service training in the areas of:

*Home Economics
Cooperative Education
Office Education
Trade and Industrial Arts
Agriculture Education

A number of meetings were held with these supervisors to acquaint them with the progress of this project.

* The original proposal was written by this department. Therefore, more direction and assistance came from this area.

IX. CONCLUSIONS

The project director and coordinator concluded that this Exemplary Project met its goals and objectives written in the original and continuation proposal, although some of the activities and evaluations were better accomplished than others. Also, there have been a number of problems, shortcomings, and weaknesses which were explained earlier.

The teacher training provided by this project for the school personnel will provide a solid foundation for continuing development and improvement of this program.

The monitoring and evaluation will provide for a means of program improvement and upgrading.

Continuance of this program by participating schools is phenomenal because past history tells us that once the initial phase of federally funded

projects is over, it is usually dropped by the schools. Over 50% are continuing with this program. If Hospitality Education is to continue to grow, it must continue to receive the support and backing of the Arizona Department of Education.

It is too early to predict this project's far reaching effects, but with Hospitality as one of the fastest growing industries, students will never have to be unemployed because there will be an ever increase in career opportunities in this field.

X. RECOMMENDATIONS

1. Teacher functions need to be more specifically defined.
2. Entire school faculties should be contacted and only those interested should attend workshops.
3. Better designed and implemented evaluation instruments.
4. Students should be able to evaluate the program with their suggestions being used.
5. Better public relations for this project.
6. Now that this has been a pilot exemplary project, all ideas and usable materials should be made available to any school that desires them.

XI. OUTLOOK FOR THE FUTURE

With the uncertainity of the economy and numbers of professions becoming overloaded with job seekers, it is evident that the Hospitality Industry provides a secure future for employment.

Of all the service industries, the Hospitality Industry is the fastest

growing, ranking #1 in International Trade, and rated second and third by thirty-seven states as their largest and best form of revenue.

Students that prepare themselves for jobs in this industry will be better prepared to compete in the increasing job market. This industry is waiting with open arms ready to accept male and female trained personnel for the many openings that exist at present and many new openings for properties that are being built and those on the drawing board.

Mobility within the job cluster is favorable because of the number of franchise companies. They are expanding internationally and are constantly seeking mid and top management executives to manage these properties.

XII. APPENDIX

APPENDIX

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USOE OCCUPATIONAL CLUSTERS

1. BUSINESS AND OFFICE OCCUPATIONS
2. MARKETING AND DISTRIBUTION OCCUPATIONS
3. COMMUNICATIONS AND MEDIA OCCUPATIONS
4. CONSTRUCTION OCCUPATIONS
5. MANUFACTURING OCCUPATIONS
6. TRANSPORTATION OCCUPATIONS
7. AGRI-BUSINESS AND NATURAL RESOURCES OCCUPATIONS
8. MARINE SCIENCE OCCUPATIONS
9. ENVIRONMENTAL CONTROL OCCUPATIONS
10. PUBLIC SERVICES OCCUPATIONS
11. HEALTH OCCUPATIONS
12. HOSPITALITY AND RECREATION OCCUPATIONS
13. PERSONAL SERVICES OCCUPATIONS
14. FINE ARTS AND HUMANITIES OCCUPATIONS
15. CONSUMER AND HOMEMAKING-RELATED OCCUPATIONS

THE NORTHERN ARIZONA HOSPITALITY EDUCATION EXEMPLARY PROJECT

BEST COPY AVAILABLE

J.R. Cullison, Associate Superintendent and State Director for Vocational Education, discusses the objectives of the Northern Arizona Hospitality Education Project with Timothy Hayes, Director, Arizona Tourism and Industrial Development, (left); Mrs. Charles Hunter, Office Education Teacher, Page; Arthur Dodd, Guidance Counselor, Ganado, and Mrs. Hilda Watson Gifford, Director, Project FEAST, San Francisco (right).

During the latter part of this summer, the Northern Arizona Hospitality Education Exemplary Project commended its three-year plan with a three-week teacher workshop at Northern Arizona University. The project, funded as a vocational education exemplary program, is unique in the interdisciplinary approach which will be employed by English and math teachers along with guidance counselors, principals and vocational teachers to prepare youth in hospitality education.

Mrs. Clio Reinwald, State Supervisor of Home Economics Education and Project Director, anticipates excellent cooperation between industry, education, and the communities involved. She states, "Currently, tourism ranks third as an industry in Arizona and is projected to move to the top position within the next few years. Students trained in the Northern Arizona Hospitality Education Project as well as other similar FEAST projects across Arizona will help to meet the need in the hospitality industry. It will not only help the industry but will build Arizona as a national leader in another phase of education."

Many guest speakers donated time and travel to talk with the educators who were to start this new type of career education. Enrico Manzari, Resident Manager, Mariott-Camelback Inn, Paradise Valley, told the participants involved in the summer workshop that Mariott, like many other corporations, is hungry for people, especially trained people. He stated that the advantage of a program of this nature is that people can start further up the career ladder. Informed employees become career people and, therefore, a part of the total hospitality team.

The overall objective of this three-year project is to provide youth, mainly Indian, in nine high schools in Apache, Coconino, and Navajo Counties with the opportunity for acquiring job skills and attitudes necessary for successful employment in the hospitality industry. The schools which are participating are Chinle, Fredonia, Ganado, Grand Canyon, Kayenta, Many Farms, Page, Tuba City and Window Rock.

The supporting objectives include the following: provide students with instructional personnel who have developed an interdisciplinary approach to curriculum and teaching of knowledge, skills and attitudes needed to succeed in the hospitality industry; provide students with the opportunity for a related classroom and work experience, based on another successful research project for the needed job skills and attitudes for this industry; provide the project with a coordinator who has technical knowledge of the hospitality industry and background in the cultures of those students who may be involved in the project.

The procedures listed are being adopted to implement the project:

A series of three summer workshops involving administrators, guidance counselors and teachers would be held at Northern Arizona University. The purpose would be to give the various school personnel (1) necessary exposure to the industry, (2) development of ideas for teaching world of work attitudes, and (3) creation of audiovisual materials for reaching Indian students -- all based on previous research findings.

During the first year administrators, guidance counselors and teachers would work with the project coordinator in developing custom designed curriculums to meet the specific needs of individual schools and hospitality industry needs.

Criteria for making decisions about student entry into the program will be firmly established and placed in action during the first year for students entering the following fall.

General education subject matter would be presented in a manner which would immediately relate to specific tasks in the hospitality industry.

A cooperative work experience in various locations within the schools' physical plants plus an experience in actual commercial operations wherever they exist in the proximity of the school would be developed as a means of "bridging the gap" between school and work. A ten-week summer practice experience would be available during the student's first and second year of the program. Heavy emphasis would be given to group guidance in the program.

Thirty-two teachers, guidance counselors and administrators from the nine schools participated in the three-week orientation organization of the project. Each team now will plan their individual school's curriculum under the guidance of the project coordinator, James T. Novachek. Mr. Novachek, a native of Wisconsin, comes to Arizona from Mankato Area Technical School, where he has been an instructor in the hospitality area. He will assume his duties here October 1st.

Expected contributions of the project to these counties will be the opportunity for youth to develop job skills and attitudes toward work which will assist them to be successfully employed. To industry in our state the knowledgeable and skilled personnel available will be an asset.

AGREEMENT FOR PARTICIPATION IN THE

PROPOSED HOSPITALITY EDUCATION EXEMPLARY PROJECT

The _____
(Name of School)

wishes to participate in the proposed Northern Arizona Hospitality Education Exemplary Project, provided it is funded.

We are willing to cooperate in carrying through the procedures to meet the objectives of the project as outlined in the Summary Statements.

SIGNED: _____

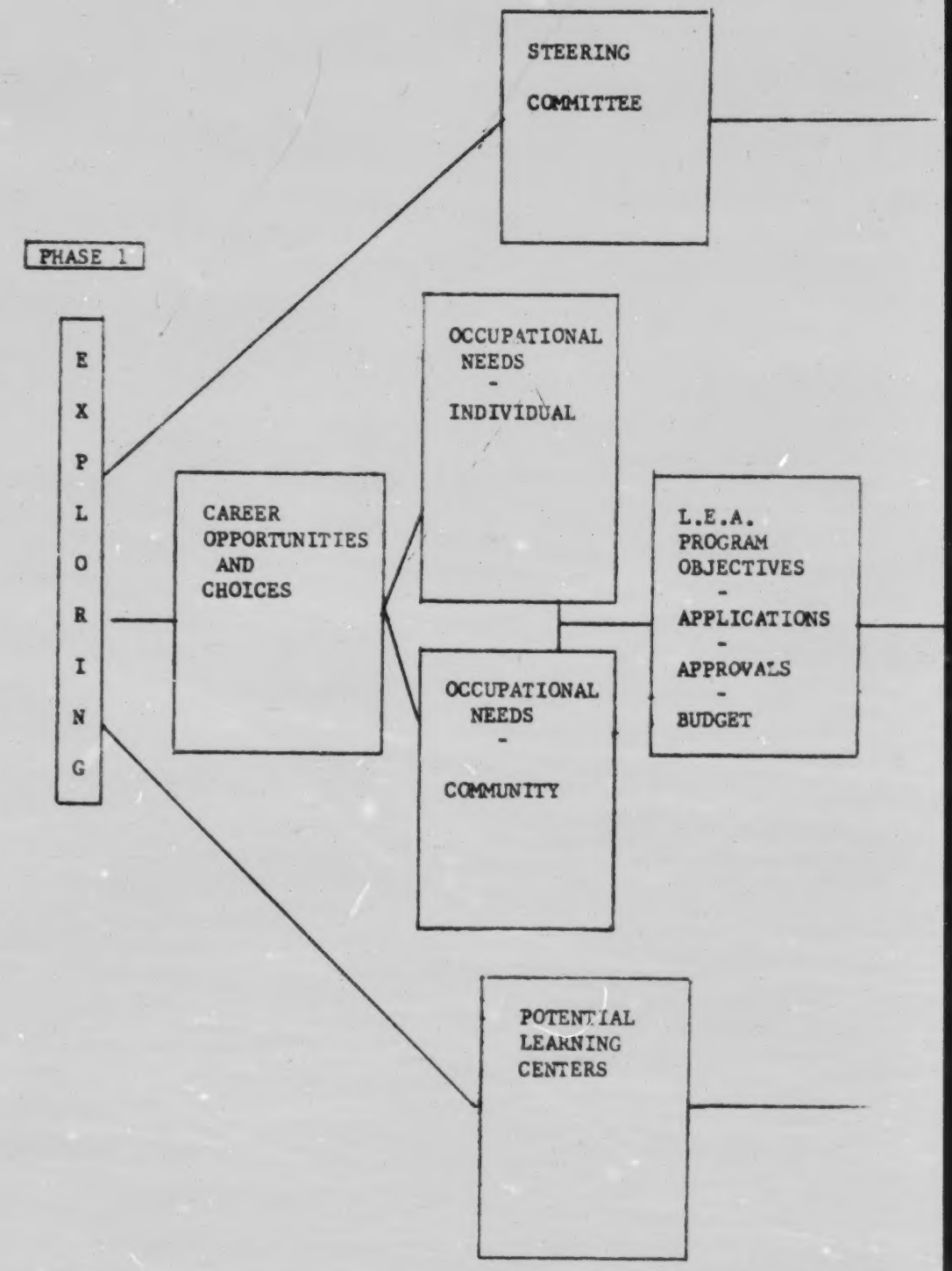
TITLE: _____

DATE: _____

NORTHERN ARIZONA

HOSPITALITY EDUCATION

PROGRAM ORGANIZATION



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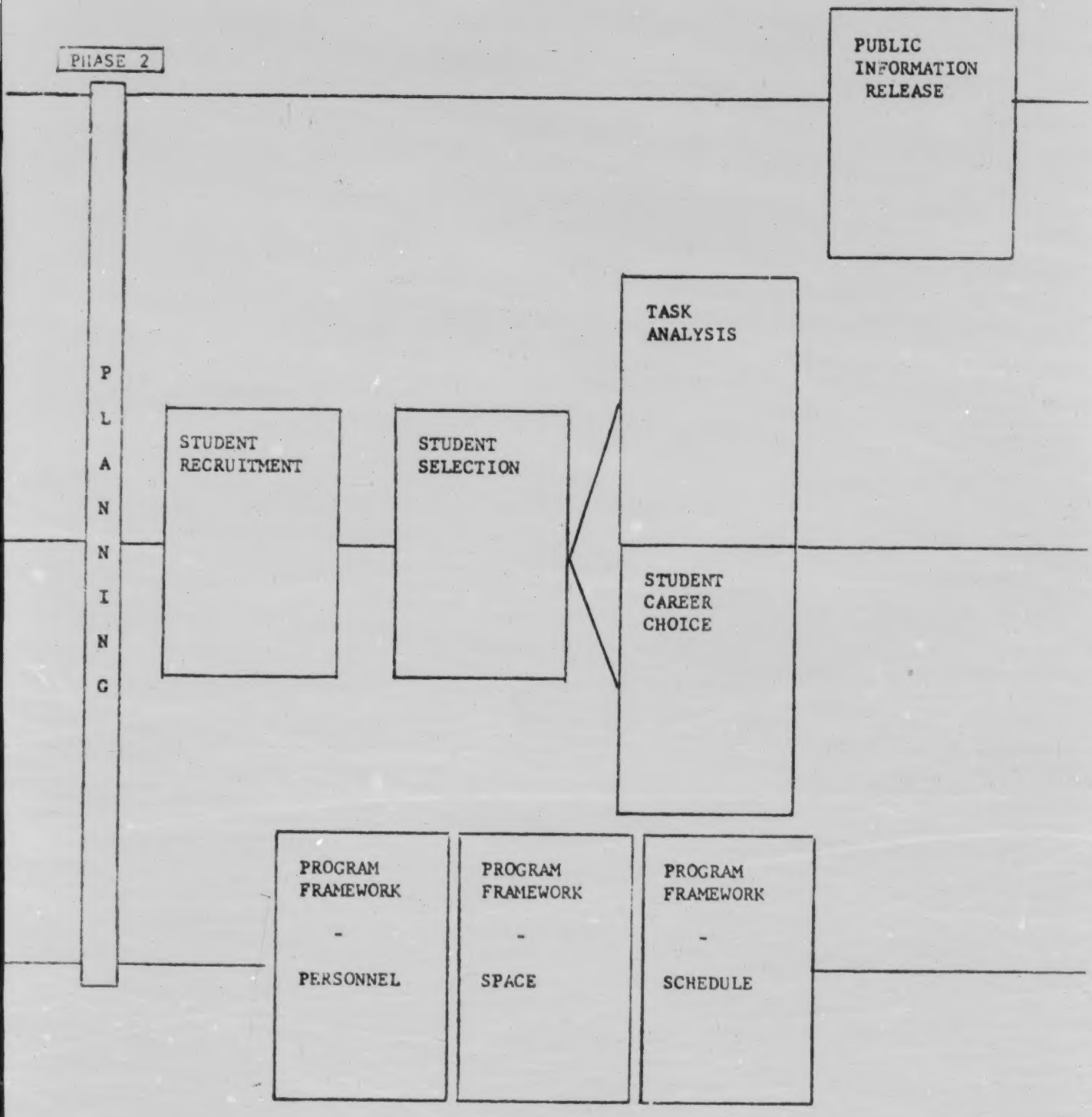

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PHASE 3

DEVELOPING

PREPARATORY

COMMUNICATION MEDIA

POTENTIAL ADVISORY COMMITTEE MEMBERS
-
RESPONSIBILITIES

OBJECTIVES FOR PREPARATORY INSTRUCTION

LEARNINGS
SKILLS
TASK LISTING
TASK DETAILING

SKILL DEVELOPMENT PROFICIENCY

SIMULATED WORK EXPERIENCE

LEARNING
-
SELF-CONCEPT
-
KNOWLEDGE

CAREER DEVELOPMENT CONCEPTS
-
JOB EXPLORATION
-
BASIC KNOWLEDGE OF INDUSTRY
-

LEARNING AND EVALUATIVE EXPERIENCES
WHEN
-
WHERE
-
HOW

PROGRAM FRAMEWORK
-
INSTRUCTIONAL MATERIALS AND RESOURCES

PROGRAM FRAMEWORK
-
FACILITIES AND EQUIPMENT

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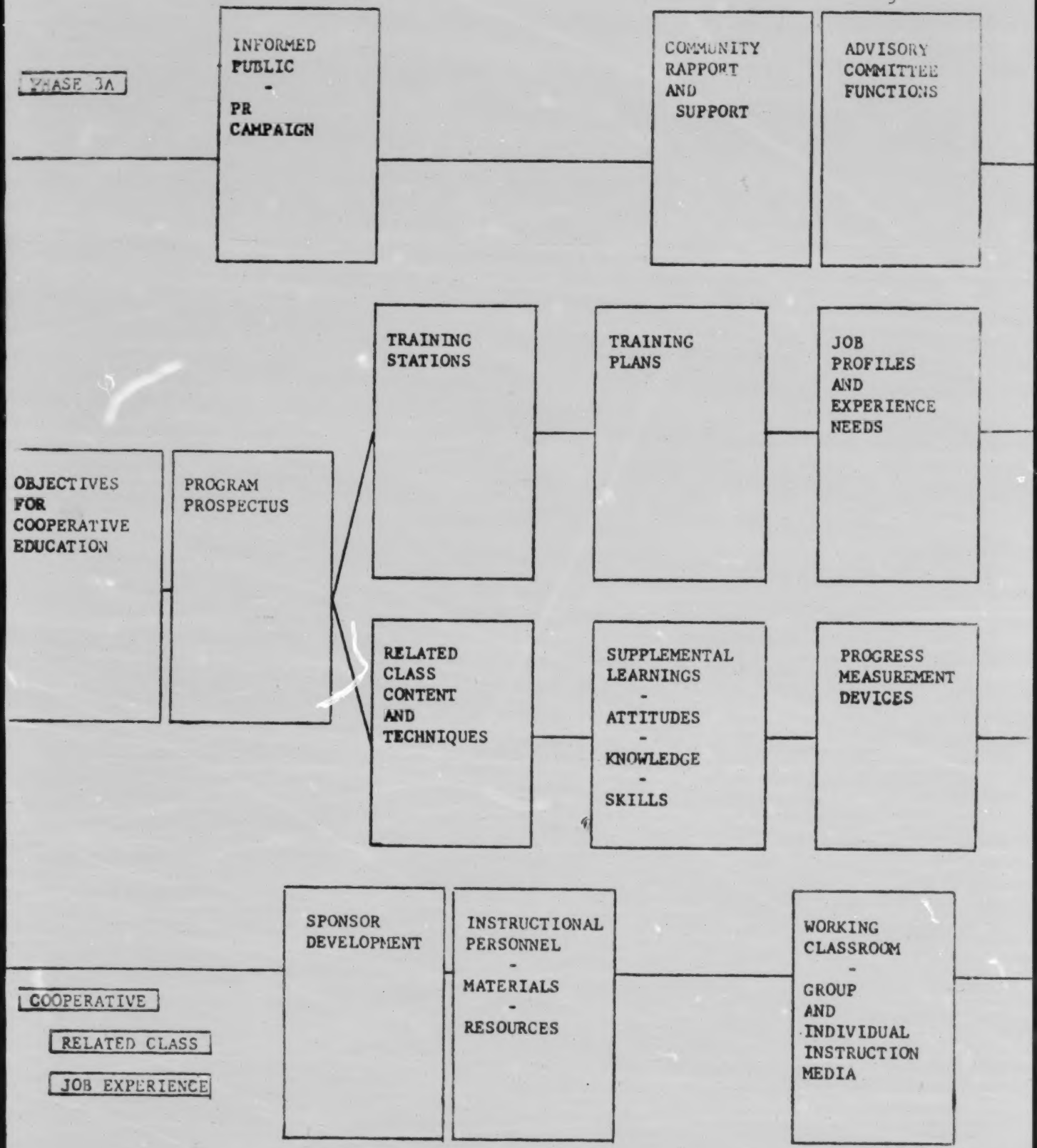

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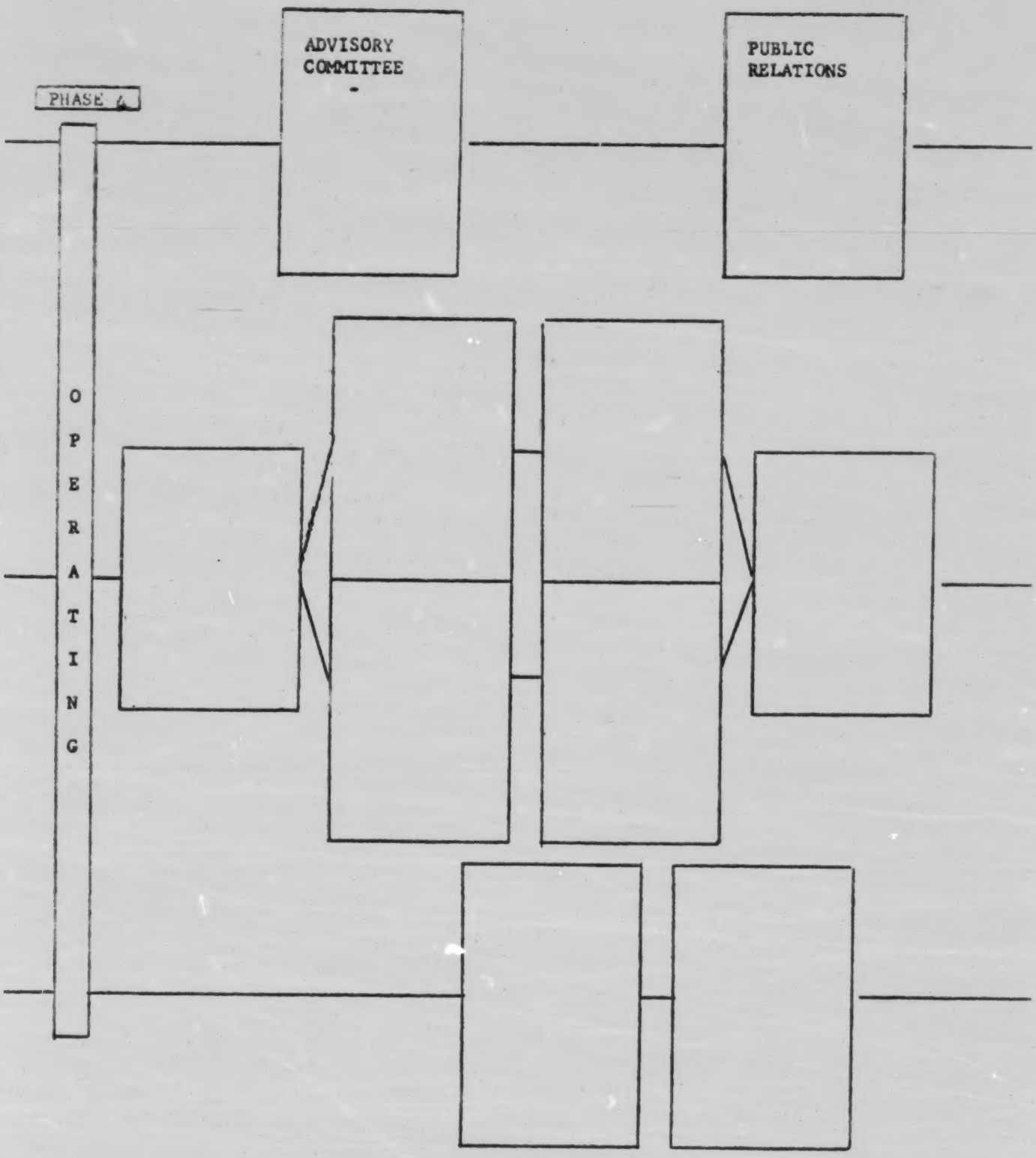

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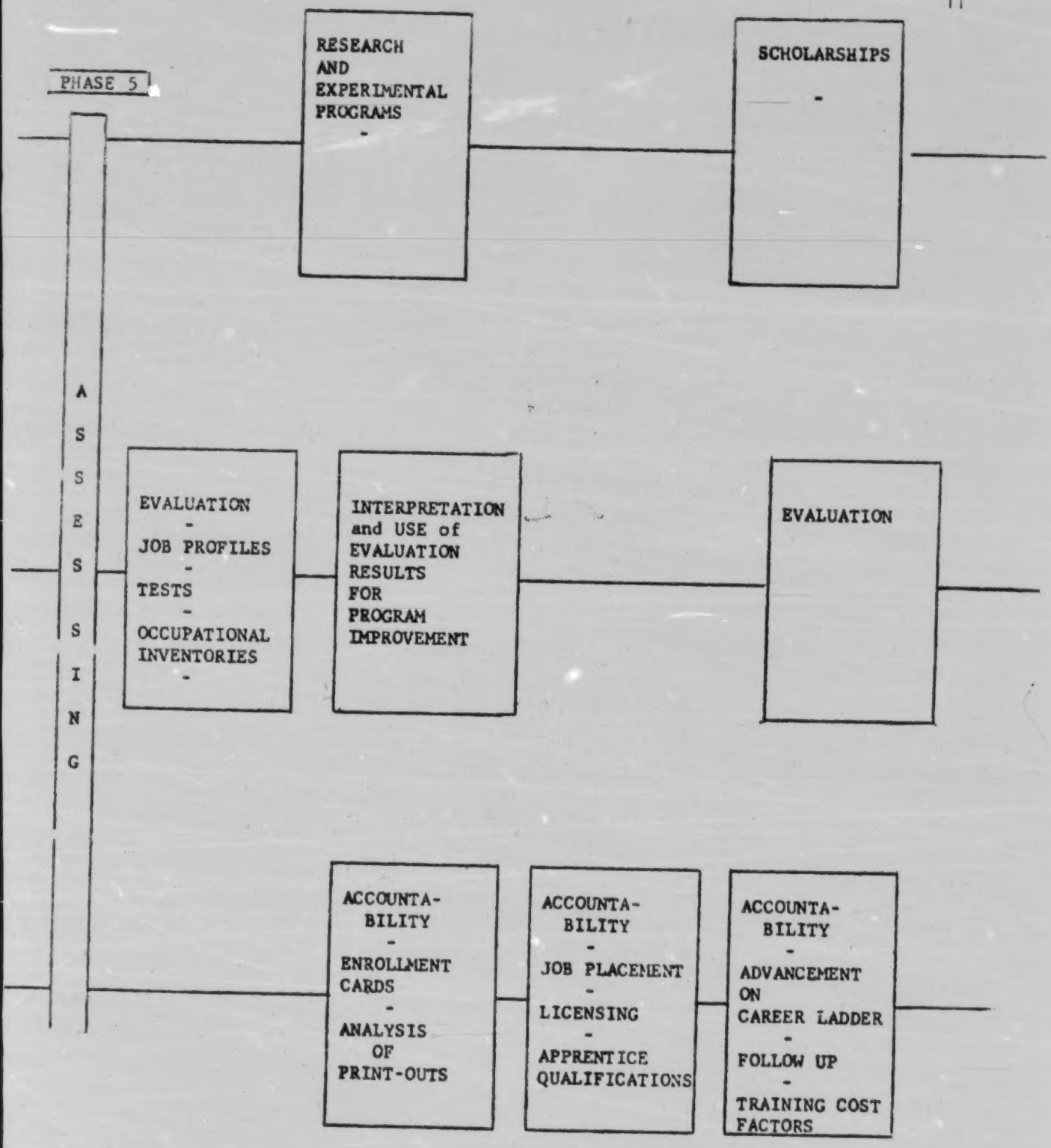

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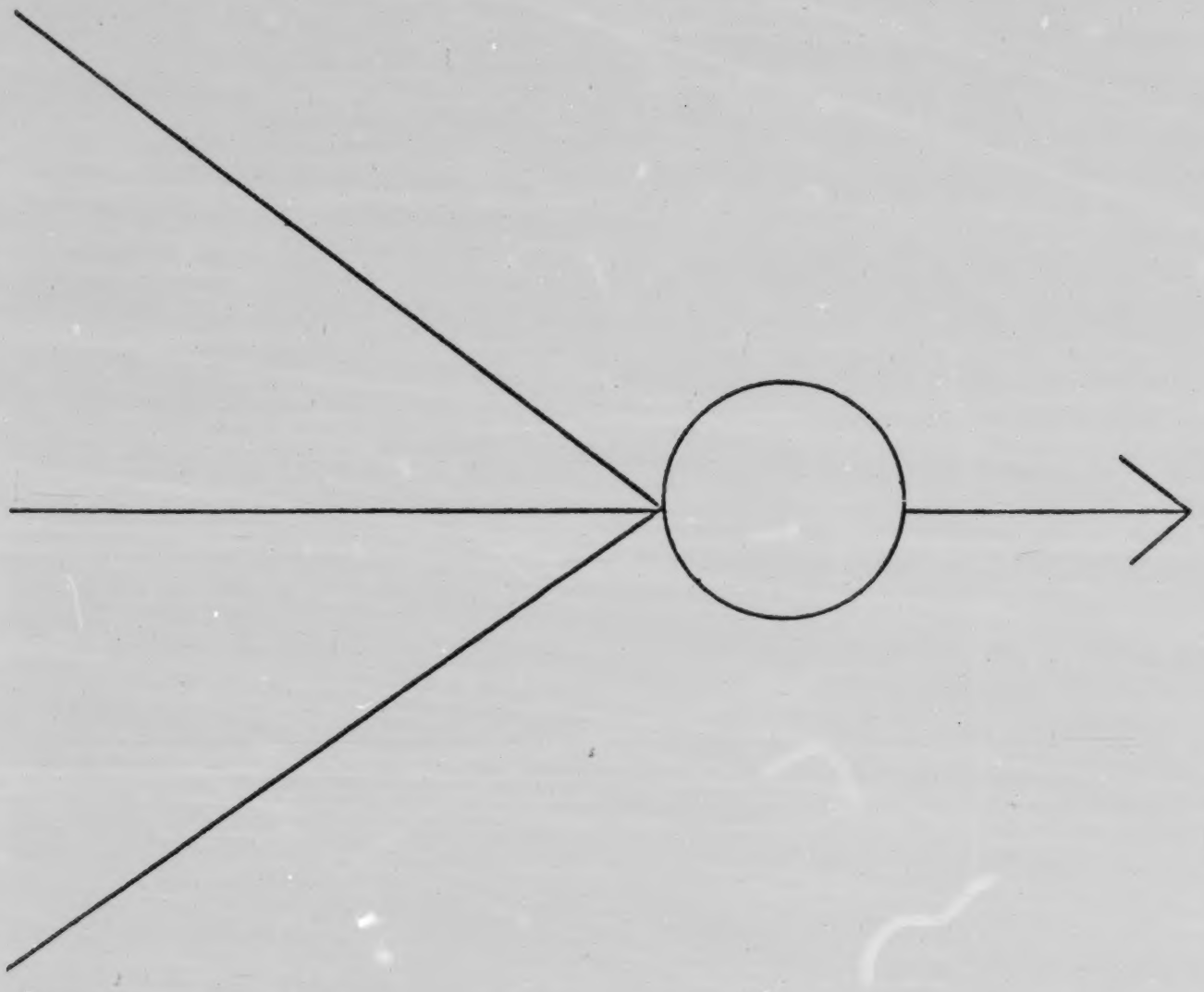

ARIZONA STATE DEPARTMENT
OF VOCATIONAL EDUCATION - ACTE

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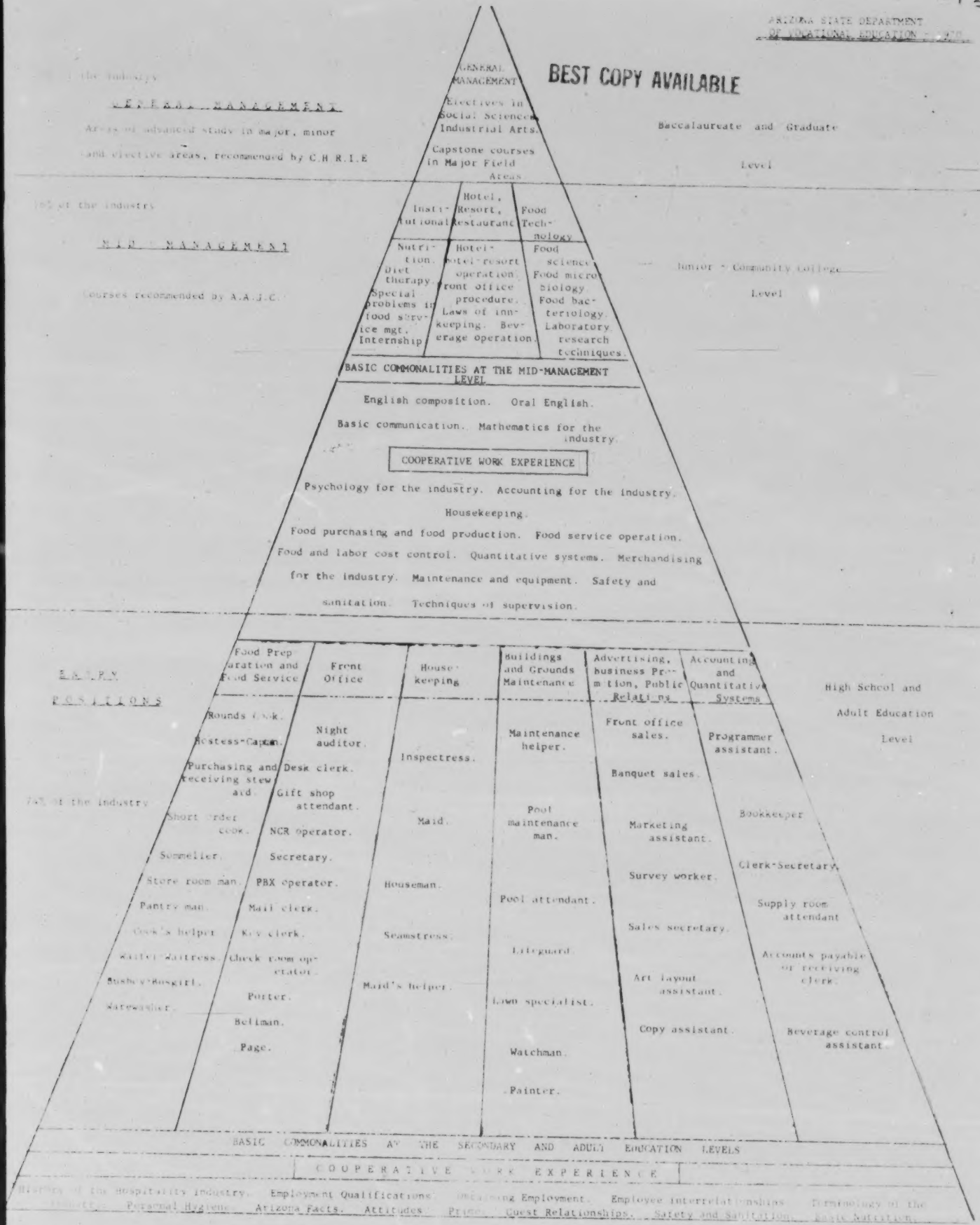

JOB DESCRIPTION

Vocation: BELLMAN

A bellman will have the following duties:

1. To meet and greet the customer
2. To handle the customer's baggage
3. To escort the customer to the front desk for registration
4. To escort the customer to his room
5. To make whatever adjustments are necessary in ventilation, lighting, etc. for the comfort of the patron
6. To be able to supply such information as street directions, location of theaters, local attractions, and restaurants
7. He may be asked to furnish ice water or other beverages
8. He may be asked to arrange for laundry or dry cleaning services
9. He may be asked to deliver magazines or newspapers
10. He may be asked to call taxis
11. In general, it is the responsibility of the bellman to make the stay of the guest as pleasant and comfortable as possible

BELLMAN

BEHAVIOR

MEETING AND GREETING THE CUSTOMER		
1. Moves quickly to meet an incoming car	Manipulation	Easy
2. Opens the doors and greets each guest with courtesy and deference	Manipulation Speech	Easy
3. Assists the guest in alighting	Manipulation	Easy
PARKING THE GUEST'S CAR		
1. Bellman summons the parking attendant--if any. Otherwise, the bellman may perform this chore.	Speech Manipulation	Easy
2. The patron is informed of the car's location and method of retreval	Speech	Easy
ESCORTING GUEST'S TO FRONT DESK		
1. The bellman picks up the patron's luggage, taking due care to prevent scuffing.	Manipulation Speech	Easy
2. He then invites the guest's to follow him to the front desk to register		
ESCORTING GUEST'S TO ROOM		
1. Bellman picks up room key, baggage and invites guest's to follow	Manipulation Speech	Easy
2. Bellman operates elevator and opens the door.	Manipulation	Easy
3. He places the luggage top up on the luggage racks	Manipulation	Easy
ADJUSTMENTS AND INSPECTION		
1. The bellman adjust the lighting, ventilation, hear or air conditioning.	Manipulation	Easy
2. He makes a quick inspection to ascertain that all supplies are in their proper places, that all equipment is working.	Manipulation	Easy
ANTICIPATING GUEST'S NEEDS		
1. An alert bellman will anticipate the needs of his guests and will suggest such services as ice water or other beverages or perhaps the evening paper.	Speech	Easy

BELLMAN

Topical Outline: 1.0 Need for Training

Performance Objectives	Learning Concept
1.0 Is able to explain the role and importance of the bellman in providing for the comfort of a guest.	1.0 The attainment of the skills and knowledges needed by a bellman will result in a more useful and productive employee
Topical Outline: 2.0 Techniques of Meeting and Greeting Guests	
2.0 Is able to meet and greet guests with courtesy, poise and deference.	2.0 The guest's initial impression is crucial. It is very important that the first contact be tactful and diplomatic
2.1 Is able to discriminate between those subjects of conversation which are acceptable and those that are not.	2.1 As a general rule, subjects not pertaining to the welfare and comfort of the guest should be short and non-commital.
Topical Outline: 3.0 Job Responsibilities	
3.0 Is able to describe the job responsibilities of a bellman.	3.0 A bellman's first responsibility is for the comfort of the guest. His duties are related to greeting the guest, caring for his baggage, and providing extra services.
3.1 Assumes responsibility for the duties of bellman.	3.1 There are definite policies for reporting for work and checking out. A bellman is expected to maintain his grooming so that it reflects credit on the house. His deportment must be above reproach.

BELLMAN cont'd

Topical Outline: 4.0 Equipment Used by Bellman	
Performance Objectives	Learning Concept
4.0 Is able to use the limited equipment necessary to provide for the comfort and convenience of the guest.	4.0 When a bellman knows and uses the correct equipment, he can make a substantial contribution to the guest's comfort.
Topical Outline: 5.0 Guest Relations	
5.0 Is able to use appropriate techniques for satisfactory guest relations.	5.0 When a bellman used appropriate human relations techniques and considers the guest's needs, he will maintain satisfactory guest-employee relations.

REFERENCE MATERIALS

1. Bellman & Bell Captains - Pamphlet #387, Chronicle Guidance Publications, Inc. Moravia, New York 13118

2. Careers, Inc. - P.O. Box 135, Largo, Florida
   . . Hotel Bellman
   . . Busboy - Busgirl

3. Dukas, Peter, Hotel Front Office Management and Operation. Dubuque: Wm. C. Brown Company, 1970

FILMS

1. Where Do I Go From Here - National Restaurant Association, Chicago, Illinois

BELLMAN

Topical Outline: 4.0 Equipment Used By Bellman (Attachment 1)

Learning Experiences	Evaluative Experiences
4.0 Students will examine a display of the equipment commonly used by bellmen in serving the needs of the guests. Students will observe a demonstration of the proper techniques in using the equipment.	4.0 Students will demonstrate the rudiementary ability in using 4 out of 5 pieces of equipment.

Topical Outline: 5.0 Guest Relations

5.0 Students will role play situations involving unusual or special situations: -handicapped patrons -drunks -bad tempers Students will illustrate poor employee behavior: -rudeness -carelessness	5.0 Students are presented with case studies of special situations and asked how he would handle it.

ATTACHMENT I

Common Equipment Used by Bellman

1. Bus Cart
2. Trays
3. Ice-Buckets and Tongs
4. Glassware
5. Sponges, Mops, Detergent for Spills

Valet Equipment:

1. Shoe Shining Equipment
2. Clothes Brushes
3. Clothes Spotting Solvents (Be careful)
4. Razors

BELLMAN

Topical Outline: 1.0 Need For Training

Learning Experiences	Evaluative Experiences
1.0 Students will be provided with a job spectrum chart and dictionary of Occupational Titles, as well as other reference materials for information on hospitality occupations. Students will develop a list of occupations with short descriptions of each.	1.0 Students will prepare a chart indicating the job requirements of a bellman.
1.1 A film will be shown depicting the operation of a hotel.	1.1 Students will write a short essay on the importance of a bellman in promoting the satisfaction of the guest.
Topical Outline: 2.0 Techniques of Meeting and Greeting Guests	
2.0 Students will engage in role-playing. One student will assume the role of an arriving guest, the other will play the bellman. The guest role will illustrate several guest attitudes--the man in a hurry, the chronic griper, etc.	2.0 Students will write a critique of each technique, indicating the strong and weak points of each. They will make suggestions for improvement
Topical Outline: 3.0 Job Responsibilities	
3.0 Students will be afforded a field trip to observe the operation of a hotel.	3.0 A written description will be made of the activities observed.
3.1 Students will relate their personal experiences in reporting for work.	3.1 Students will present reasons for prompt reporting for duty from both employees and management.

TASK LISTING

DOT CODE_____

Organized subject matter and learning experiences related to the front-of-the-house activities and tasks performed by uniformed service personnel in the hospitality industry.

Student_____ Telephone_____
Address_____ Date of Birth_____

Training Station_____ Telephone_____
Address_____ Sponsor_____

Coordinator_____ Telephone_____
School_____

DEGREE OF PROGRESS

1. If you have had NO training
2. If you have had VERY LITTLE training
3. If you have had ADEQUATE TRAINING
4. If you have had a GREAT AMOUNT of training
5. Does not apply to my training program

TASKS

Training Progress

School	Job	Other	General:	Visits A	B	C	D
X	X		1. An understanding of Social Security and withholding tax regulations, etc.	3			
	X		2. An understanding of station regulations pertaining to smoking, tardiness, absence	3			
	X		3. Promotion and advancement opportunities in your station have been explained.	2			
	X		4. Have opportunities to discuss job rating with the manager or supervisor.	2			
			Service Functions:				
X	X		1. Realize the importance of good grooming	4			
X	X		2. Realize the importance of courtesy.	3			
	X		3. Have served guests under less-than-ideal conditions--shorthanded, for example.	4			
X	X		4. Have performed food and beverages services--use of glass ware, ice buckets, and liquors.	3			

HOSTESS OR CAPTAIN

1.0 Hostess or captain supervises dining room personnel, greets guests and escorts them to tables, and assists manager when and where necessary.

1.1 Dining Room Supervision

1.11 Assign waitress stations

1.12 Establish operation and serving techniques in the dining area.

1.13 Maintain a pleasant working situation for employees.

1.14 Conduct one's self so as to command respect through honesty, truthfulness, loyalty, and dependability.

1.15 Understand and analyze body groups and individual problems of the staff and the working situation.

1.16 Inspect dining room for order and cleanliness.

1.17 Be familiar with the duties of the waitress.

1.2 Greets and escorts guests to their tables

1.21 Make a good first impression on customers by both her appearance and manner.

1.22 Have a pleasant and outgoing personality combined with poise.

1.23 Present menu and have some knowledge as to its contents and specialities.

1.24 Know the layout of the dining room and be able to seat customers quickly and easily.

1.3 Assist manager when and where necessary

1.31 Be able to handle any emergency which might arise in the dining room.

1.32 Be willing to assist waitresses when short-handed by pouring coffee, stocking condimens, setting tables, etc.

1.33 Serve as a sales person for the establishment.

1.34 May assume responsibility of cashier.

ORIENTATION TO THE WORLD OF WORK

Topical Outline

1.0 Orientation to the World of Work
- 1.1 You and Work
  - 1.11 Reasons for working
  - 1.12 Effect of job on total life style
- 1.2 Food Service Employment
  - 1.21 Growing Occupational Fields in Food Service
  - 1.22 Part-time Employment
  - 1.23 Qualifications and Interests
  - 1.24 Where to Look
    - school
    - -friends
    - -newspaper
    - -self-employment
    - -Employment office or agency
    - -Small business
    - -Advertise
- 1.3 Applying for a job (Selling Your Talents)
  - 1.31 Application Forms
  - 1.32 Personal Data Sheets
  - 1.33 Selling Your Talents
    - -let employer know your skills
    - -employ methods of good salesmen
    - -know your product--yourself
  - 1.34 Interviews
    - -Questions often asked
    - -learn about the company
    - -manners
- 1.4 You, Your Employer, and Your Co-workers
  - 1.41 Importance of attitude
    - -don't be bothered by strangeness
    - -admit that you can't know everything
  - 1.42 What Your Employer May Expect
    - -remember, time is important
    - -rules are important
  - 1.43 What the Employee may expect
  - 1.44 Getting along with Co-Workers
    - -you are low man on the totem pole
  - 1.45 Unions and Professional Groups
- 1.5 Success on the Job
  - 1.51 Performance--review and evaluation
  - 1.52 Personal Effectiveness
    - -how others know you
    - -how to improve
    - -understanding and influencing others
  - 1.53 Terminating the Job

ORIENTATION TO THE WORLD OF WORK

Topical Outline: 1.1 You and Work

Objective	Listings	Experiences	Where
1.1 Comprehends the reasons for working and the effect of working at a particular job on one's life style			
	1.11 Reasons for working	1.11 Students respond to question Why Work? on paper	Class
	1.12 Effect of job on the total life styles	Students make list of effects the job has on their lives	Class
		-Give ideas to the group to form a master list	
		-Filmstrips-Why Work at all--Liking Your Job and Your Life	Class

Instructional Aids and Materials:
Filmstrips -- "Why Work At All"
"Liking Your Job and Your Life"

Topical Outline: 1.2 Food Service Employment

Objective	Listings	Experiences	Where
1.2 Identifies the positions available in the Food Service Industry. Recognize that there are many ways that they might be involved in the Food Service Industry.	1.21 Growing Occupational fields in Food Service Industry.	Filmstrips-A New Horizon-Career in School Food Service -FOOD SERVICE-A Career to Consider	Class
		Make notes for class discussion of the jobs available	Class
		Field Trip-Using references, make short job descriptions of the job possibilities.	Field Trip
	1.22 Part-time Employment	1.22 Class discriminate between entry level/part-time jobs and full-time positions that require training.	
1.23 Identifies personal qualifications for employment in Food Service	1.23 Qualifications and Interests	1.23 Filmstrips--Choosing Your Career -Personal Data Sheet	Class
1.24 Students become familiar with avenues of finding employment	1.24 Where to Look for Employment	-Bulleting Board-"Where Can I Find a Job?" -Students offer suggestions -Break up into small groups to analyze various methods School Newspaper Self Employment Employment Office Small Business Advertise -Students make reports to class group about methods	Class

Instructional Aids & Materials:
Filmstrip--"Choosing Your Career"

Topical Outline: 1.3 Applying For a Job (Selling Your Talents)

Objective	Listings	Experiences	Where
1.3 Students will acquire familiarity with forms and procedures for becoming employed	1.31 Application Forms	1.31 Fill out an application form-file for future use. -Filmstrip-Getting and Keeping Your First Job	Class Class
1.32 Students will be familiar with the forms used in getting a job	1.32 Personal Data Sheet	1.32 Review the use of the personal Data Sheet & letter of Application. -Discuss the plan to secure references	Class
1.33 Students recognize that the best jobs go to those who work for them.	1.33 Selling Your Talents -let employer know your skills -employ good sales-manship methods -know your product	1.33 Personal Evaluation Sheet	Class
1.34 Students exhibit confidence in a real or simulated interview situation by being familiar with the situation.	1.34 Interviews -questions -personal appearance -manners -learn about company	1.34 Resource Person to discuss how to prepare for interview -Role play an interview for a job -disucss right and wrong methods	Class

Instructional Aids and Materials:
Filmstrip--"Getting & Keeping Your First Job"

Topical Outline 1.4 You, Your Employer, and Your Co-Workers

Objective	Listings	Experiences	Where
1.4 Students will gain understanding of behavior on the job Students will be better prepared to relate to interpersonal aspects of employment			
	1.41 The importance of attitude -don't be bothered by strangeness of the situation -admit if you are unsure	Students will list the characteristics that are most desirable in an employee Students will "Rate Your Attitude"	Class Class
	1.42 What Employer Can Expect -time is important -company rules -company's success is your success	1.42 Filmstrip-- "What You Should Know Before You Go To Work" -Answer What responsibilities are the employee's? Why are these important? Act out situations involving employee responsibilities	
	1.43 What you (the employee may expect)	1.43 Answer -payment for work -fairness -correction of mistakes -payroll deductions	Class
	1.44 Getting Along With Co-Workers	1.44 Filmstrip-- "Trouble At Work"	Class
	1.45 Unions & Professional groups	1.45 Guest Speaker to explain unions	Class

Instructional Aids and Materials:
Filmstrips: "Trouble At Work"
"What You Should Know Before You Go To Work"

Topical Outline: ~~1.5~~ Success on The Job

Objective	Listings	Experiences	Where
1.5 Students learn that success on a job must be earned through constant improvement and self-evaluation	1.51 Achievement on the job. -performance -review and evaluation 1.52 Personal Effectiveness. -how others know you -how to improve -understanding and influencing others 1.53 Terminating	Experiences to be developed later	

A THREE-YEAR PROGRAM PLAN FOR YOUR ADVISORY COMMITTEE

Samuel M. Burt, Chairman
AVA Industry Cooperation Committee

One of the most significant strategies for involving members of industry-education advisory committees in the problems and programs of vocational education is to have them plan their activities and services for several years ahead.

The following checklist has been designed for a three-year plan, but it can easily be adapted to a two-or five-year period. Your needs will dictate the time span.

The importance of this checklist is that it spells out more than 30 activities and services from which the advisory committee may choose. It can serve also as a basic document for describing the responsibilities of industry-education advisory committees in the preliminary stages of establishing such committees.

	1970-71	1971-72	1972-73
A. STUDENT RECRUITMENT, SELECTION AND PLACEMENT			
1. Encouraging young people (and parents) to consider vocational and technical education and training through visits to "feeder schools," speeches to civic clubs, career day meetings, etc.			
2. Assisting in the screening of students applying for admission to the courses.			
3. Assist in work experience placement for students and pay scale for same.			
4. Providing information concerning desirable aptitudes and the education and experience backgrounds applicants for entry-level jobs should have so that educators can properly plan student recruitment and education and training programs.			
5. Arranging plant or field trip visits for students and counselors.			
6. Providing vocational guidance literature to teachers, counselors and students.			
7. Assisting and participating in surveys of local industry manpower needs.			
8. Assist in developing programs to rate and evaluate work experience.			
9. Placing students in part-time work during school year or summer vacations.			
10. Placing school graduates in jobs.			

	1970-71	1971-72	1972-73
B. INSTRUCTIONAL PROGRAM			
1. Assisting in the preparation and review of budget requests for laboratory and shop equipment and supplies.			
2. Assisting in the development and review of course content to assure its currency in meeting the changing skill and knowledge needs of the industry.			
3. Evaluating physical conditions, adequacy of equipment, and layout of laboratory or shop.			
4. Obtaining needed school equipment and supplies on loan, as gifts, or at special prices.			
5. Assisting in the establishment of standards of proficiency to be met by students.			
6. Assisting in the development of school policy concerning the kinds and volume of production work or "live jobs" to be produced by students so that this work will be of instructional value in the educational program.			
7. Establishing and maintaining a library of visual aids, magazines, and books concerning industry.			
8. Assisting in the development of special educational and training programs conducted with funds made available by the Manpower Development and Training Act, the Economic Opportunity Act, etc.			
9. Assisting in the development of evening school skill improvement and technical courses for employed plant personnel.			
10. Assisting in the development of related courses for apprenticeship and on-the-job training.			
11. Arranging plant or field trip visits for teachers.			
12. Providing sample kits of raw materials, finished products, charts and posters, etc., for exhibit and instructional purposes in classrooms and shops.			

	1970-71	1971-72	1972-73
13. Assisting in the establishment of student fees and charges for courses and programs.			
C. TEACHER ASSISTANCE			
1. Providing funds to help local teachers attend regional and national meetings of industry and teacher organizations.			
2. Arranging meetings of teachers to establish cooperative relationships between the schools and industry.			
3. Arranging summer employment for teachers.			
4. Assisting in the establishment of teacher qualification requirements.			
5. Conducting clinics, and in-service and out-service training programs for teachers.			
6. Arranging for substitute or resource instructors from industry to assist regular teachers.			
7. Subsidizing teacher salaries in such unusual cases as may be necessary to obtain qualified instructors.			
8. Paying industry organization membership dues for teachers.			
D. STUDENT RECOGNITION			
1. Providing scholarships and other financial assistance for outstanding graduates who wish to continue their education and training.			
2. Providing prizes to outstanding students.			
E. PUBLIC RELATIONS			
1. Providing speakers to address trade and civic groups concerning the industry's education and training program in the school.			
2. Providing newsstories concerning school programs to magazines published for specific industry groups.			

	1970-71	1971-72	1972-73
3. Providing newsstories concerning school program to local news media.			
4. Attending meetings in support of vocational and technical education which may be called by local and state school officials, boards, and legislative groups.			
5. Participating in radio and television programs designed to "sell" vocational and technical education to the public.			
6. In advertising, mention "your" vocational program cooperation and graduates on your staff etc.			
7. Advising employees and their families concerning school programs by posting information on bulletin boards, putting newsstories in company bulletins and inserting enclosures in pay envelopes.			

NORTHERN ARIZONA HOSPITALITY EDUCATION PROGRAM
(On The Job Training)

Revised Copy

Observation - (Practical Application)

Scheduled in conjunction with the 1971 workshop. The dates are August 2 through 20.

On-the-job training will start on August 4 - 3 hours each day for a total of ten (10) days, terminating on August 17, with 30 hours completed work experience. Hours may vary from 12:00 p.m. on.

Evaluation for the above will be conducted on August 18-19, one and one-half (1 1/2) hours each day, allowing each group to report on their experiences.

Suggested: Course No. H.E. 500 -- Advanced Lab. Problems
Credits - 1

Coordinators: Local High School Coordinators

Expected enrollment: 30 (High School Instructors)

Areas of Concentration:

a.	Food Service and Preparation	10 hours
b.	Building maintenance, housekeeping, grounds keeping	10 hours
c.	Front desk operation, accounting and bookkeeping	10 hours

Industry Participation:

Holiday Inn
Ramada Inn
Flagstaff Hospital
Saga Food Service
Pony Soldier Motel

This Hospitality Program will prepare teachers to conduct occupationally oriented Hospitality (Services) Programs for students at the secondary level.

Certified teachers have the skills to teach, but lack the confidence to initiate job training programs because of the very limited practical experiences in the field. They need the laboratory experiences in Hospitality establishments. Industry oriented people possess the job skills but need help in their professional teaching skills and teacher learner interaction.

This will work into their curriculum planning by the teachers:

1. Gaining a broader understanding of the total scope of the Hospitality industry.

2. Acquiring the knowledge and skills needed to train students for entry level jobs.

3. Obtaining information and new ideas that can be incorporated into these curriculum.

4. Exploring varities of teaching methods which can be effective in Hospitality Education.

5. Developing evaluative methods of student growth and progress.

The teachers have the option to choose any of the industries that are participating in this local effort.

They will be orientated by the local manager and introduced to the department heads for whom they will be responsible.

The following evaluative procedures will be employed and the certain criteria must be met for successful completion of this program.

1. Completion of 30 hours of observation and on-the-job training.

2. Interpretation of objectives three through nine.

3. A final report prepared under the direction of the managers participating in this local effort.

   3 a. This report will be of benefit to these upcoming programs and lay the ground-work for next year.

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Objectives for 1971 Northern Arizona Hospitality Education Program
Work Experience

1. Conduct a three week workshop for staff representatives of participating schools of the N.A.H.E.P.

1. It was the consensus of the participants of the 1970 workshop that there was a need for more field trips, observing situations and actual on-the-job experience.

(See attached final evaluation of the 1970 N.A.H.E.P. workshop.)

2. To provide instructional personnel that can comprehend Hospitality Education occupational clusters and be able to relate more closely (industry and education) which will assist students in developing attitudes, knowledge and skills needed for successful employment.

2 1. There is an organizing process referred to as functionalization -- the grouping of related activities into cores or departments, most commonly known and recognized in the Hospitality as "The Front" service functions, and "The Back" -- food production and related functions.

3. To understand the difference between a job description and job specification and be able to prepare samples of each.

4. To be able to develop motivational leadership among group and project this on to the student enrolled in N.A.H.E.P.

5. To be able to develop a performance appraisal system, so the students see how important this is in today's world of work.

6. To interpret principles and techniques of counselling and inter-communications within the Hospitality Industry.

7. To become involved with personnel in order to understand the pre-requisites of a good recruitment and selection program.

** To interpret policies of the establishment(s) and the importance of new employee orientation.

8. To prepare job evaluations from a recommended method.

8 1. In reality a combination of the ranking and factor comparison methods. Although it is not regarded widely among authorities as the most scientific approach to evaluation, it is the most practical and economical for the Hospitality Industry where in most instances the services of salary and wage specialists are not available.

9. To analyze profitable food service and lodging management through employee and management meetings.

III. COURSE OF STUDY AND INSTRUCTIONAL UNITS

FOOD PREPARATION

Appetizers - (1 hour)

Salads - (2 hours)

Soups - (2 hours)

Preparation of Entree/Vegetables - (1 hour)

- Cooking/Water
- Cooking/Dry Heat
- Cooking/Fat
- Stewing and Braising
- Sauces

Bakery - (2 hours)

Desserts - (1 hour)

Beverages - (1 hour)

Note. Since this area has been covered in many curriculum publications, it will be compiled at a later date and this material will then be incorporated into the body of this course of study.

INSTRUCTIONAL UNITS: PRINCIPLES OF GOOD SERVICE

Operation	Discussion
UNIT I - (3 hours)	
Gaining the Good Will of the Patron	A. Patron's arrival B. Promptness and accuracy of order taking C. Anticipation of patron's need D. Satisfying patron's need E. Achievement test
UNIT II - (3 hours)	
Salesmanship	A. Helping with food selection B. The art of selling C. Knowing the menu D. Building the patron's prestige E. Achievement test
UNIT III - (3 hours)	
Enthusiastic Attitude	A. Genuine desire to please B. Pride in work C. Leaving troubles at home D. Special service occasions Serving the handicapped Serving children E. Charm and poise F. Achievement test

INSTRUCTIONAL UNITS: MEETING PHYSICAL REQUIREMENTS

Operation	Discussion
* UNIT I	
General Health	A. Posture B. Complexion C. Hair and scalp D. Hands and nails E. Teeth F. Feet G. Body cleanliness, B. O. H. Breath I. Physical and mental fitness J. Achievement Test
* UNIT II	
General Appearance	A. Uniform B. Undergarments C. Hose D. Shoes E. Jewelry F. Make-up G. Achievement test
* UNIT III	
Personality Qualifications	A. Promptness B. Interest C. Initiative D. Loyalty E. Courtesy F. Honesty G. Dependability H. Cooperation I. Voice control J. Achievement test

* All Three Units - (1 hour)

III. COURSE OF STUDY AND INSTRUCTIONAL UNITS

FRONT OFFICE

The Basic Activities of the Front Office - (1 hour)

Sell rooms
Maintain detailed, up-to-the-minute inventory of rooms and their occupancies
Keep accounting records of guest and front office transactions
Serve as the central clearing house of the facility by providing mail, key, telephone, telegram, information, and protective services to the guests
Integrate, promote, and cooperate with other departments to maintain standards so the total activity contributes to the ultimate satisfaction of the guest

The Room Clerk and Room Salesmanship - (1 hour)

Selling the traveler
Handling the price question
Guest relations
Actual practices of room salesmanship (with tape recorder)

Reservation and Registration Procedures - (1 hour)

Reservation color codes
Registration cards and procedures
Guest mail - letter rack
Key rack - room rack

Cash and Credit - (1 hour)

Credit cards - Diner's, AMEX, Carte Blanche
Actual use of imprinters
Credit practices
Traveletters, Travelorders, Travelers' checks
Know your money
Check cashing

Accounting Records of Guest Charges and Credits - (1 hour)

Front office cash sheet (small hotel)
Posting guest accounts with NCR "42"
Description of machine
Recording transactions
Actual problems in use of NCR "42"

Duties of the Night Clerk - (1 hour)

The Transcript
Night auditing with NCR "42"
Actual problems

Restaurant Accounting and Control - (1 hour)

Features of Waiter's check
NCR pre-check system
Restaurant forms
American Plan - European plan

Telephone Switchboard - Teletype - Paging Systems - (1 hour)

Uniformed Service - Duties of - (1 hour)

Doorman
Bellhop
Elevator Operator

Trade Publications - (1 hour)

"Institutions"
"Hospitality"
"Hotel Management & Review"

III. COURSE OF STUDY AND INSTRUCTIONAL UNITS

HOUSEKEEPING DEPARTMENT

Orientation - (3 hours)

- Importance of Housekeeping Department
- Responsibility
- Cooperation with Other Departments
- Organization of Housekeeping Department

The Maid Function - (3 hours)

- Review and Schedule of Duties
- Loading and Use of Maid Cart
- Actual Cleaning of Demonstration Bedrooms & Bath
  - Room report
  - Room entry procedures
  - Visual inspection (report damage)
  - Lighting and ventilating room
  - Cleaning up
  - Gathering soiled linen
  - The bathroom
    - tub and shower
    - toilet bowl
    - bathroom supplies
    - last bathroom steps
  - The closet
  - Furniture and drawers
  - Waste baskets
  - Making the bed
  - Dusting
  - The rug
  - Visual inspection of completed rooms
  - Communication with front office as to room status
- Special Areas and Techniques in Hospitals
  - Conductive floors
  - Germicides
  - Check-out cleaning of patient's room
  - Isolation room

Supervisory Housekeeping - (3 hours)

- Housekeeper Leadership
- Planning Work Schedules
- Room Inspection

Machines for Modern Housekeeping
- Vacuum cleaners
- Floor machines
- Shampoo machines

Room Supplies
- Soap
- Synthetic detergents
- Alkali cleaners
- Abrasives
- Metal polishes
- Dry cleaning compounds - spot & stain removal
- Linen

Health & Safety
Cost Control - Inventories
Room and Its Principles

Laundry - (1 hour)

Washing Procedures
Extractors
Ironers
Special Procedures for Hospital Linens
Linen Storage & Inventory

III. COURSE OF STUDY AND INSTRUCTIONAL UNITS

MINOR REPAIRS - BUILDING AND MAINTENANCE

Electrical - (2 hours)

Change light bulbs (proper wattage)
Replace flourescent tubes
Check T.V. and antenna leads (Master antenna system)
Replace defective switches
Repair lamps and plugs
Re-set circuit breakers

Plumbing - (2 hours)

Repair leaky faucets
maintain plumbing fixtures

Heating & Air Conditioning - (2 hours)

Clean air filters
Check operation of controls
Describe various heating & air-conditioning systems

Landscaping & Grounds - (2 hours)

Fire Prevention & Protection - (1 hour)

Decorating with Paint - (1 hour)

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Hospitality Education

MAKING PLANS TO HELP augment an extensive "Hospitality Education" program in high schools in Apache, Coconino and Navajo Counties which will help train high school youngsters to work in the Arizona Tourist Industry are, left, Mrs. Elrie Begaii, Window Rock; Robert Pavlich, Grand Canyon High School; Bettye Hendren, Many Farms High School; and Mr. and Mrs. Sam Day III of Window Rock. The Vocational Education Department of Arizona is currently conducting a three-week workshop at Northern Arizona University to get the program started this fall in the high schools. (NAU Photo)

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8—The SUN, Flagstaff, Arizona Wednesday, June 9, 1971

Hospitality Project Aids Youths In Developing Tourism Job Skills

Plans are currently being prepared for the second segment of the Northern Arizona Hospitality Education Project to be held on the campus of Northern Arizona University, Aug. 2-20.

The main portion of this year's workshop will be the development of a workable curriculum in the "Hospitality Field," for the participating schools.

The 10 participating schools include Williams, Grand Canyon, Tuba City, Fredonia, Page, Valley Union, Window Rock, Ganado, Chinle and Many Farms.

The overall objective of thw program, under the direction of the State Department of Vocational Education, is to provide youth in Apache, Coconino and Navajo Counties with the opportunity of acquiring necessary job skills and attitudes so they can be successfully employed in the hospitality (tourist) industry, according to James Novachek, coordinator of the program.

Flagstaff businesses offering to participate in the program this summer include the Flagstaff Hospital, Saga Food Service (on the NAU campus), Ramada Inn, Holiday Inn and the Pony Soldier Motel.

The three week workshop will provide a critique of the student summer work experience program, a continuation of program development which was started last year, and implementing a practical application "on the job training," which will run concurrently with the workshop.

Teachers participating in the workshop will have the chance to learn first-hand, on-the-job training in the areas of (1) food preparation and service, (2) front office procedures and (3) maintenance and housekeeping.

Novachek said the program will provide an opportunity for reservation area youngsters to learn a profitable skill which will permit them to remain close to home if they so choose.

Some of the tentatively scheduled speakers for the summer include Dr. Chester Hall, educational director of the National Restaurant Association; Dr. Jerome Vallen, dean of the School of Hotel Administration at the University of Nevada at Las Vegas; as well as several State Department of Vocational Education supervisors.

'Hospitality' Planners

ORGANIZING THE AGENDA for the second summer Hospitality Education Program being offered at Northern Arizona University under the direction of the State Department of Vocational Education are, left, Mrs. Clio Reinwald, state supervisor of Home Economics; Mrs. Evelyn Lewis, assistant professor of Home Economics at NAU; and J. T. Novachek, coordinator of the project. The three week workshop is directed at helping youngsters in the northern Arizona counties of Coconino, Apache and Navajo to find jobs in the tourist industry. The workshop runs Aug. 2-20. (NAU Photo)

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8—The SUN, Flagstaff, Arizona Friday, August 13, 1971

DISCUSSING problems of developing a sound high school curriculum to help teach high school students in Apache, Coconino and Navajo Counties techniques of working in the hospitality (tourist) industry are, left, Mrs. Anne Langdon, executive housekeeper, Adams Hotel, Phoenix; Emma Duyer, resident manager, Park Central Motel, Phoenix; and president of the Valley of the Sun Inn Keepers; Dr. Jerome Vallen, dean, School of Hotel Administration, University of Nevada, Las Vegas; James Novachek, coordinator of the hospitality program; and Mrs. Clio Reinwald, state supervisor of home economics for the Arizona Division of Vocational Education.

(NAU Photo)

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They're Teaching Hospitality In NE Arizona High Schools

WINDOW ROCK – Representatives from five Reservation community advisory committees commingled at a luncheon at Window Rock Motor Inn last week to compare notes on the status of Hospitality Education programs in local schools.

Hospitality Education is a recent innovation in Arizona curriculum and involves primarily preparation for work in the tourist industry, motels, hotels, resorts, entertainment ventures, restaurants, grocery and food outlets, gasoline stations, launderettes, and other service and supply operations necessary to their maintenance.

At its most effective level Hospitality Education provides a theoretical background for the student in the classroom and then places him in a supervised work situation which enables him to see in operation and personally put into practice the skills acquired academically - and get paid for it.

Jim Novacheck, Northern Arizona coordinator of the State Hospitality Education program, chaired the meeting, which was attended by Window Rock Work Experience Coordinator Edward Mann; Principal Lewis Bridges, Window Rock Advisory Committee; and Ralph Royer, community representative to the Window Rock Committee.

Also present were Quimby Robinson, Chinle High School Hospitality coordinator, Mrs. Kimbrough, food service director of the Chinle Public Schools, and Mrs. Iris Wilsey from Ganado College.

Miss Mary Ellis represented Valley High School in Sanders and Frank Young of the Chieftan Motel came from the community of Chambers.

The expressed purpose of the meeting was to evaluate present Advisory Committee functions and to explore ways in which committees can work with program coordinators and other education personnel to implement the objectives of Hospitality Education in the next two years.

An advisory committee provides information about students and student work activities that is not readily obtainable elsewhere, and it serves as a valuable public relations vehicle, since it interprets the program for members of the community and, in turn, reflects the thinking of the community relating to the program.

An advisory committee also actively aids in the placement of students who have completed the program, and helps establish curriculum criteria to make the program even more meaningful in terms of the needs of employers in the industry.

ENJOYING SOME HOSPITALITY themselves at recent luncheon are, from left: Edward W. Mann, Window Rock work experience coordinator; Jim Novachek, Northern Arizona hospitality education coordinator; Mrs. Kimbrough, food service director of Chinle Public Schools; Mrs. Iris Wilsey, Ganado College representative; Quimby Robinson, Chinle High School hospitality education coordinator; and Window Rock advisory committee members Lewis Bridges and Ralph Royer.

The Window Rock High School program, under the direct supervision of Coordinator Edward Mann, currently offers three specially constituted courses in the Hospitality field: business English, which incorporates the com-

(Continued on page six)

(Continued from page 12)

munication skills necessary for success in the hospitality industry; home economics, which stresses those aspects of food preparation and serving required by restaurant and related enterprises; and business math, with emphasis on bookkeeping and buying.

In addition to Mann, Charlene Hendrick, Judy Allen, Donald Rae, and Norman Allen, all of whom have had special university training in the field, now comprise the instructional staff.

Federal funds support the program, and in addition to acquiring the skills and attitudes requisite for part time or full time employment in the Hospitality field, the student is paid commensurate with his productivity.

The prognosis for the Hospitality Education Program is good. The need for skilled workers in the field is critical in light of the increasing disposition of our affluent population to travel, play, and seek recreational satisfactions far afield.

This is particularly true on the Navajo Reservation with Tribal authorities eager to increase and develop facilities for tourists and vacationers.

That the Hospitality Education program will expand and improve in Window Rock High School and elsewhere in the state seems assured, and last week's meeting of Advisory committee representatives was one more step in that direction.

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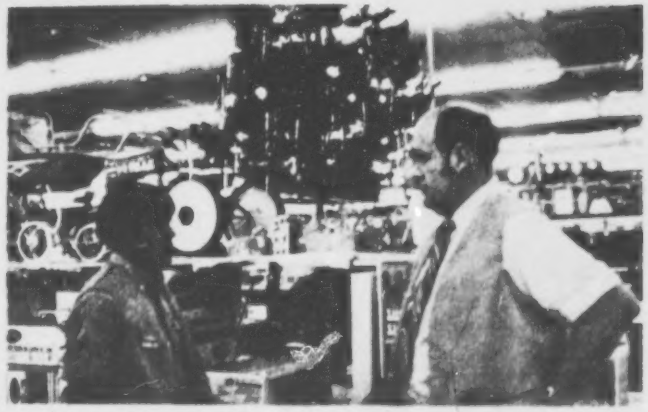
the story of hospitality in pictures

MR. EDWARD MANN, program coordinator, stands before chart which sums up purpose of program



MR. DON GRAY, manager of Fed Mart, explains Christmas merchandising to Hospitality student to Edison Yazzie.

NURSE MRS. ROSEMARY Kenney, RN, supervises Helen Hale (l) and Helen Clyde as they prepare dinner trays for patients at PHS Fort Defiance.

ALYCE ANDERSON irons at the Henry's Corner Launderette in Ft. Defiance. It's a small part of her total job in Hospitality Program.

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SATURDAY, JULY 25, 1970

Program Aims At Youth Help For Tourism

Special to The Gazette

FLAGSTAFF — A three-year "Hospitality Program" to train youths from Apache, Coconino and Navajo counties to work in the rapidly mushrooming tourist industry of Arizona, will start Monday on the campus of Northern Arizona University.

Educators from nine Northern Arizona schools will gather for a three-week workshop which will prepare them to work with youngsters interested in staying close to home to maintain jobs.

PARTICIPATING schools will include Grand Canyon, Ganado, Many Farms, Window Rock, Chinle, Kayenta, Page, Tuba City and Fredonia.

The project is funded under a federal vocational education act for $41,000 for the coming year. If the program proves successful, it would be continued on a year-to-year basis up to three years.

Currently tourism ranks third as an industry in Arizona. However, it is expected to move to the top position within the next few years.

Navajo and Hopi reservations are building tourist attractions and the proposed workshop at NAU will help supply help for them.

Many Indian young people hesitate to leave the reservation and under this proposal, they will be able to remain close to relatives and friends while holding a steady job.

ARIZONA'S Department of Vocational Education will direct the workshop in cooperation with NAU.

The first week will explain the scope of the program and the second week will include exploring the industry and identifying concepts that can be adapted and taught to youngsters in Northern Arizona high schools. The final week will be centered around counseling the students and helping them find the type of job they might like.

Once the three-week workshop is over, educators will return to their schools and make arrangements for interested students to study within the scope of the "Hospitality Program" during the regular school year — along with their normal curriculum.

Students will spend 10 weeks in the summer working in internship programs so they can learn to apply the theory they learn in the classroom.

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Tourism Jobs Goal of School Program

Educational progress for about 150 northern Arizona high schoolers, means learning to obtain and hold jobs in Arizona's burgeoning tourism industry.

Tourism is Arizona's fourth largest industry, producing in 1970 a total $565 million income for the state. For 1971, the income figure is expected to top $600 million. With an increasing emphasis nation-wide on recreation, Arizona's tourist oriented businesses: motels, hotels, service stations and similar operations, are expected to hire more and more employes.

The Northern Arizona Hospitality Education Program is a federally funded three-year undertaking through the high schools to "bridge the gap between schools and work," Project Co-Ordinator Jim Novachek said.

The particular field of work the program has in mind is the hospitality, tourism and recreation industry, Novachek said.

Participating in the program are these schools: Grand Canyon, Fredonia, Page, Tuba City, Chinle, Many Farms B.I.A. School, Canado and Valley Union High in Sanders.

Personnel from each school has attended two summer workshops and will attend a third this summer. Classes are now underway in all these schools as a result of program-sponsored curriculum development work.

Simply stated what the program is doing is to take students in the familar home economics, office education and industrial arts classes, introduce them into "hospitality" classes which tailor students for jobs, then encourage trained students and employers to get together, subject: jobs.

The program began the summer before the 1970-71 school year with a three-week long workshop for teachers. The workshop introduced teachers of home economics, office education and industrial arts classes to the hospitality industry of motels, institutions and food operations. Also in the workshop, methods of introducing career preparation into the schools were developed along the audio-visual material to support teachers.

In that first school year, the program emphasized recruitment of students interested in hospitality jobs into the new schedule. After recruitment, came selection of students most apt to move ahead in the program through counseling and testing work. Then followed the scheduling of students and classes.

Students were recruited from the traditional vocation classes and fitted into new classes: food preparation and service, institutional housekeeping, front desk procedure for hotel-motel jobs, building maintenance and operation.

Training girls to be maids is probably not the most glamorous work, Novachek said. But, if a girl is planning to drop out of school, training for available jobs will allow her to work to support herself, he said. She can then hold the job, attempt to advance herself from that job, or use the earnings for further training or education, he said.

In the summer of 1971, 180 students in the program participated in a summer-long work experience program. Teachers helped students and employers. The third month, students were on their own. Only 10 students dropped out, Novachek said.

Hospitality classes actually got underway in the fall of 1971 for the first time in all of the schools except for Grand Canyon High School, which began a pilot program a year earlier with about eight students, he said.

Junior and senior students take the classes. The 11th grade level is the best time to enter the program; students can then work a summer in the hospitality field for practical experience. Then the senior year, a student can make more classes in the same field or branch out, Novachek said.

The first job a young person takes is probably the hardest: there are many new things for him to get used to. With the teacher's aid and school waiting for him in September, the adjustment is probably easier, he said.

Funds come from the federal government. Spent the first year was about $46,000, the second year about $44,000 and the 1972-73 budget is $16,841. after that the local school districts are to pick up the total cost.

Some funds may be available the third year from the state Department of Vocational Education, Novachek said.

Funds have been primarily for teacher stipends to attend the three-week summer workshops and secondarily for curriculum development: books, films, pamphlets and similar material plus field trips.

PERFORMANCE CONTRACT

This contract represents an agreement between a consultant (Mr./Mrs./Miss) _____ and the Northern Arizona Hospitality Education Project.

The Northern Arizona Hospitality Education Project agrees to pay the above consultant $500.00 for salary including travel and $5.00 per student for every week placed, not to exceed seven weeks, for certain duties performed on behalf of the students.

The consultant _____ agrees to perform the following duties for which above payment will be made, as a legal representative of

_____
Institution

Duties shall include:

1. Select and screen not less than five or more than 30 students who will be participants on a work experience program.

2. Conduct a ten-hour work orientation program for participating students.

3. Locate work stations and assist students in becoming employed, and staying employed, during the months of June and July and provide regular supervision, one to three visits per week locally and one visit per week if 50 miles from community, as well as assistance in case of unusual or emergency circumstances.

4. Submit an evaluation report on all students at the end of June and July.

The consultants will be paid for the duties described above, pro-rated on the number of students, and weeks said students are employed. In addition to the above duties, the consultant will be required to meet the following requirements:

a. Be a member of N.A.H.E.P. team for your school.

b. Attend summer workshop in N.A.U. in June.

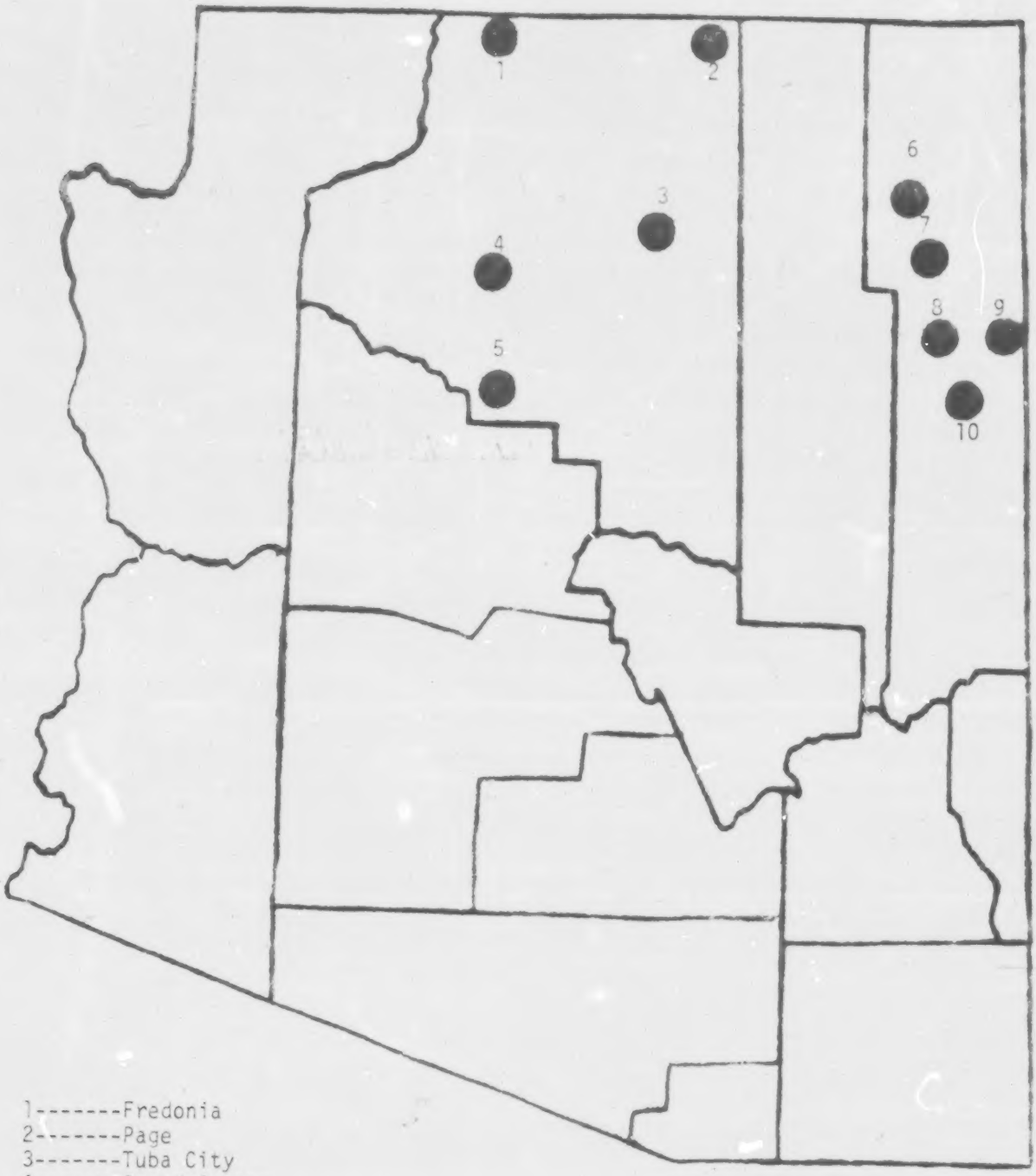
c. Assure that students remain employed for at least two weeks after initial placement.

d. The program suggested starting time is June 4 and must end on July 20. All records and reports are due no later than July 25 in the coordinators office, to facilitate this information becoming part of the final report.

School Administrator _____

Consultant _____

N.A.H.E.P. Coordinator _____



1-------Fredonia
2-------Page
3-------Tuba City
4-------Grand Canyon
5-------Williams
6-------Many Farms (BIA)
7-------Chinle
8-------Ganado
9-------Window Rock
10-------Valley Farms

SCHOOLS INVOLVED IN DEVELOPMENT OF THE NORTHERN ARIZONA HOSPITALITY EDUCATION PROGRAM

DIVISION OF VOCATIONAL EDUCATION

Northern Arizona Hospitality Education Program

FLAGSTAFF, ARIZONA

Certificate of Appreciation

Presented to _____

_____
Project Director

_____ _____
Date Project Coordinator

BEST COPY AVAILABLE

Learning Culinary Crafts

PREPARING FOOD is one of the most vital things a person can learn to do in order to cater to the tourist trade of northern Arizona. Looking over the kitchen in the Monte Vista Hotel in Flagstaff, are, left, Mark Grant, Mary Alice Jones, Virginia Tsosie, James Novachek, director of the hospitality program, Caroline Draper and Priscilla Jones. The idea behind the program is to train high school youngsters to work in the tourist industry in the northern part of the state. Students are all from the Chinle Public Schools on this trip; however, the program covers 10 schools in Apache, Coconino and Navajo Counties. (NAU Photo)

Chinle 'Hospitality' Students Get 'Cook's Tour' in Flagstaff

Thirty-two students from Chinle received a "cook's tour" in Flagstaff recently to examine various hospitality businesses.

The students are enrolled in a course of study aimed at career training in the tourist trade industry which includes food preparation and service, front office and uniformed services and housekeeping-maintenance occupations.

The hospitality program is sponsored by the State Division of Vocational Education and Northern Arizona University and is coordinated by James Novachek of Flagstaff.

The idea behind the program is to train high school youngsters to work in the tourist industry in the northern part of the state. Students are all from the Chinle Public Schools on this trip, however, the program covers 10 schools in Apache, Coconino and Navajo Counties.

During the first day of the tour, the students visited Knoles Bakery, Monte Vista Hotel, Flagstaff Community Hospital, Saga Food Service and Ramada Inn East. They also heard a noon luncheon talk at Northern Arizona University presented by Mrs. Evelyn Lewis, assistant professor of Home Economics Education, followed by a talk by Mrs. Perry Stegmeir, of the Flagstaff Innkeepers Assn.

The SUN, Flagstaff, Arizona Wednesday, January 26, 1972—7

BEST COPY AVAILABLE

2—The SUN, Flagstaff, Arizona Saturday, April 1, 1972

Hospitality Education

GRAND CANYON High School's Food Service Program class view hugh stainless steel kettles used in preparation of foods at the University Dining Hall at Northern Arizona University as part of their training in acquiring job skills and attitudes for employment in the Hospitality Industry. Grand Canyon is one of 10 Northern Arizona high schools participating in the Northern Arizona University Hospitality Education Program under the direction of the State Department of Vocation Education and coordinated by J.T. Novachek of Flagstaff. Second from right Bill Cooper, manager of Saga Foods University Dining Room, gives detailed explanation of how large amounts are prepared in the huge kettle. Saga Foods, caterers of all NAU dining halls, is one of five Flagstaff firms participating in the program. Attending from Grand Canyon HS with their instructor Karen Wyatt were Sue Dowd, Donna Webb, Mardie McKay, Joyce Nick, Vicki Pablonema, Faustin Torivio, Robbie Graham, Freddy Lopez, Bernard Ponyoh, Richard Soto and John Davison. Novachek also accompanied the group.

BEST COPY AVAILABLE

Hospitality Field Trip Educational

Members of the Chinle Hospitality Education class have recently returned from an educational field trip to the Fred Harvey facilities at Grand Canyon. The group are members of the Hospitality education class at Chinle High School. The class is an occupational training class dealing with services for people away from home.

The eight students and two instructors participated in organized tours of all the facilities in the Fred Harvey operation at the Canyon. They were also guests at Grand Canyon High School where they visited a Hospitality Education Class and was interviewed for jobs by Kathy Brock, a Personnel Director, at Grand Canyon. While on the trip they participated in a work orientation session under the direction of Kent Atha, Employee Training director for the Fred Harvey Enterprises. Students participating in the field trip were: Pat Brown, Ruth Attson, Eileen Whitesinger, Melvina Chee, Cecelia Begay, Mary Alice Jones, Jerry Tsosie and Joseph Begay.

This is just one of the many activities in which the class has engaged this year. The curriculum for the class includes: Orientation to world of work, motel front desk operation, maid service, business math, english, and bookkeeping, and the area in which the class received the most experience, food service. The group organized a catering service and were called on to plan, prepare, and serve meals for various occasions.

The H.E.P. Club is an active part of this class and it turn is an active member of the State Club H.E.R.O., Home Economics Related Occupations. Joseph Begay of Chinle was selected to serve the state organization as parliamentarian. Joseph is the one of Mr. and Mrs. Begay and is a Junior at Chinle High School. At the recent state meeting Joseph Participated in the planning and instigating of the program and took an active part in the day long convention. He will serve the State Organization as parliamentarian until the next state meeting.

Other members of the club attending the meeting were: Pauline Towne, Ruth Attson, and Particia Brown. The four representatives of the Chinle chapter participated in Proficiency Demonstrations and Particia Brown won the highest award given at state level with her demonstration on "How to Make Fry Bread." The other three students received "Participation Awards".

The Chinle Hospitality class has 33 members and is under the direction of Larry Robinson and Kathryn Powell. The Chinle School is one of the ten Reservation school that offer this program. The Northern Arizona Hospitality Education Projects is under the direction of Jim Novacheck.

Evaluation Plan For
GRAND CANYON HIGH SCHOOL
Hospitality Program

1. Statement of Objectives (& Philosophy)

   a. Are they realistic, up-to-date and measurable?

   b. Do they fit the needs and reflect the desires of the community?

   c. Do they agree with the school's statement of Philosphy and Objectives?

2. Curriculum

   a. Do the course offerings meet the objectives?

   b. Are they flexible?

   c. Does the content of the course offerings reflect the objectives satisfactorily?

   d. Is the content "action" oriented?

   e. Are the equipment and materials adequate and up-to-date?

3. Personnel

   a. Is the instructor vocationally qualified?

   b. Does the teacher understand the objectives?

   c. Is the teacher flexible and does she display this flexibility?

   d. Are students showing interest? What is their attendance and participation pattern?

4. Facilities

   a. What more is needed to meet the minimum objectives?

   b. What changes if any are needed?

   c. Is there enough lab space and is it acceptably designed?

James Jensen
Grand Canyon High

5. Instructional Materials and Equipment

   a. Is the necessary equipment available?

   b. Is the equipment in suitable working order?

   c. Textbooks and supplementary materials should be available and suitable to the purposes for which they will be used.

6. Enrollment and Placement (Guidance and Counseling)

   a. Are we reaching those students who most need and can profit from this instruction?

   b. Are we placing students who desire it after they have been through the program?

   c. Do students have a choice or are they told to take the classes?

7. Co-Op Progam

   a. Are students in the program who have not been placed on the job? Why?

   b. Is there a training plan for each student?

   c. Does the student understand that there are certain things that they are to be learning?

8. Public Relations (Students, parents, industry)

   a. Does the community(s) seem to understand the principle objectives of the program?

   b. Is there a regular and rather thorough practice of informing the public?

   c. Are the various communities involved in the program in various ways?

9. Advisory Committee

   a. Is it representative?

   b. Are the members active?

   c. Who determines what happens, i.e., who calls the shots?

   d. Are meetings held often enough?

   e. Do you really discuss the issues or skim the surface?

10. Administration

a. Who directs the program?

b. Are they involved or are they just turning it over to others?

c. Is suitable planning done or do things seem to be out of adjustment?

d. Is time provided for special planning, in-service work, field trips, etc.

This plan was developed by the teachers that have been involved in this program. For schools that are interested in developing a Hospitality Program they felt these steps are essential in organizing a well rounded program.

HOSPITALITY EDUCATION PLAN

1. School Administration Contact:

   A. State Department
   B. Home Economics
   C. Hotel Motel Association
   D. Restaurant Association
   E. Unions
   F. Local Associations
   G. Inform School Board
   H. Administrators meeting for two days with State Department Representative
   I. Get on school calendar for Hospitality presentations.
   J. Funding

2. Teacher In-Service Education

   A. Teachers become aware of where materials are available
   B. Audio-Visual material and slides, Super 8 mm 16 mm films
   C. Industry Speakers
   D. Tribal Representatives, Industry, Education, Commerce
   E. Custom Designed Curriculum

3. Counselors

   A. Need to be informed
   B. Provide Vocational Counseling
   C. On the job training for Career Exposure
   D. Use Career Kits
   E. Industry Publications
   F. Industry Guest Speakers
   G. Classification of Hospitality Jobs
   H. Student Follow-Up

4. Students: All High School Classes

   A. Career Brochures, posters, career films shown before March 15
   B. Solicit student ideas and input
   C. Student mini-business
   D. Participate in Career Day
   E. Student reminder sent during summer

5. Parents and Community

   A. Inform Civic Organizations
   B. Annual Employers Banquet
   C. Public Relations i.e., newspapers, radio, and T.V.
   D. Indian Chapter Meeting
   E. Encourage tribe or S.B.A. to discuss small business opportunities
   F. Advisory Committee

AUDIT - EVALUATION REPORT

of the

Northern Arizona Hospitality Education Program

James T. Novachek
Coordinator

John W. Simonds, Ed.D.
Educational Consultant
1624 E. Ellis Dr.
Tempe, Arizona 85282

May 24, 1973

THIS IS ONLY A PORTION OF DR. SIMONS REPORT. IT WAS TOO LENGTHY TO INCLUDE ALL OF IT IN THE FINAL REPORT..

Mr. James T. Novachek, Coordinator
Northern Arizona Hospitality Educational Program
P.O. Box 398
Flagstaff, Arizona 86001

Dear Mr. Novachek:

Enclosed please find the original and one copy of the audit - evaluation report of my visit, during the period May 14-17, 1973.

It was a pleasure meeting with you and the representatives from the several member schools. Thank you for the courtesies extended to me during the visit.

If there are questions concerning the audit - evaluation report, please feel free to contact me at the above phone number or address.

Sincerely,

John W. Simonds

John W. Simonds
Auditor

JWS/pl

Enclosures

How adequate is the information derived from the objectives to effect changes?

Perhaps one of the best evidences of adequacy of information is where districts are willing to adopt the program after Federal funding terminates. Chinle High School, Tuba City High School, and Window Rock High School were all planning to continue the project next year. There was also information volunteered that modification in the regular curriculum occurred partly as a direct result of the operation of the Hospitality Industry Project.

How effective is the strategy to achieve the objectives?

The auditor believes the overall plan was too loosely put together. Each school was able to determine how much or how little of the program to operate. To a certain degree this is desirable, but in this case there was little stability, consistancy, or similarity of program among member schools of the consortium even though each local program developed out of the common project description. It is very difficult to develop a quality program without definitive parameters and strong central direction and leadership. The behavioral objectives were not well written, which makes it difficult to measure program effectiveness with any degree of precision or validity.

How adequate is the data collection system?

The auditor is convinced the data collection instruments are developed and available from the summer workshops. However, the

implementation of these instruments is not occurring. One reason for this is perhaps the great turnover of personnel among most of the schools on the Navajo reservation. Persons attending the summer workshops may never return to the school district they represented. Since the seminars were a unifying force for the project, much loss in continuity in program occurred. In what was a loose consortium of districts became looser. This virtually left the project coordinator as the one sole unifying force, and distance, lack of punitive provisions in the project, and perhaps the absence of direct financial payment to districts, all tended to reduce the role of the coordinator.

Are the sources of information needed by the project identified? Are they appropriate?

The sources are not well identified, and the instruments are often not used. The information may be very appropriate however.

Are the procedures for data collection specific, including reports, on-site visits, and surveys?

There is not much of this in this project, therefore it is hard to comment on this point.

Are all instruments for data collection being used in the data collection strategy?

Instruments developed in the summer workshops were not always used. The implementation in the classroom didn't involve materials produced in the workshops because of job changes and people taking new positions.

Is there a calendar established for collecting, processing, verifying, recording, and dissemination of data?

There is a calendar of events. Most of the calendar has been observed.

Personnel responsible for collecting and processing data are identified?

For the most part they are, and they are usually the guidance counselors. In some cases a thorough job is done, in others minimal performance has been generated. At any rate, the data collection is provided for.

A plan for analysis is included in the evaluation strategy. Persons responsible are identified. Means of performing analysis are included.

No, a plan is not included. The objectives need to be stated in measurable terms. It is difficult to efficiently collect data bearing on goals and objectives without finite deliniation of what is sought and who will perform data collection. A natural consequence of doing the project does result in data collection. There will be useful data collected. The data will not be efficiently managed and published.

Does the analysis of data plan include procedures for relating findings to needs and dissemination?

There is not a plan for relating findings to needs as such. There will be some relating of findings to needs only as a result of project operation and when publishing the final report. This is not a plan, it is only a result of taking other actions which must be taken.

Other specific comments, if any.

This project has worthy objectives, and provided a means of attacking a real problem in northern Arizona. In recognition of the fact the food service and lodging industry is expanding rapidly, and the concomitant need for skilled and able people to fill the many jobs in the industry is a desperate necessity. This project was most appropriate to be established in this area. The fact that many hundreds of high school students are available for employment in the industry, made this a high priority and worthwhile project.

It is also believed this project did provide good opportunities to students, and in turn assisted many employers in this part of Arizona. Chinle, Window Rock, Tuba City, and Grand Canyon High Schools have all indicated enthusiasm for continuing the program after Federal funding terminates. This is a sure indication the project accomplished much good and its need is recognized. Undeniably the project contributed to the welfare of students and the community. It also served to modify the general curriculum and highlight the need for skilled and able peopel in the Hospitality Industry.

It can also be said that the project could have been more successful. Some school districts contributed little or nothing to the success of the project. Some reasons for this apparent disinterest may be due to people and their attitude, while some may be attributed to the mechanics of the project, or geographical limitations.

The auditor spent most of four days visiting six schools of the ten consortium members, and was only able to spend two to three hours visiting each district. The remainder of the time was spent in traveling between districts. In order to visit six schools over 700 miles were traveled. This was a very large territory to manage a consortium of ten or twelve diverse school districts with precision and consistency. The project program was not well written regarding measurement of objectives. Therefore, it could be interpreted different ways by various school districts, and not all schools were putting forth the same relative effort to make the project work. There was a charasteristic of persons in these districts, or perhaps of the districts themselves, and that is most of the school curriculum is heavily balanced in favor of college preparatory programs. Additional programs had to be fitted in around the regular programs, and when an offering couldn't be fitted in, the new program was dropped. The resulted in a fragmented program and at best only a

few of the many subject possibilities in this program were offered. Small enrollments also played a part in creating a difficult situation for this new curriculum. Another component which made the operation of the program difficult was the core concept in this project. This is the idea that each school decided its own curriculum for the course work. To a point this is desirable, but a too literal interpretation may have worked against greater success for the program. It became easy for a district with the slightest pretext to declare it too difficult to more fully implement a full program, or expand the present one. There seemed to be great instability in the teaching staff. There seemed to be almost constant moving from job to job, even among other schools on the Navajo reservation. Of course this results in lack of continuity in the programs. There was one recurrent theme repeated many times, and that was the attitude of the Indian population toward work and the ability to succeed off the reservation. This seemed to be a mind set on the part of school personnel, whether it is a real or imagined problem for the Indian the auditor cannot say with certainty from only one brief visit. However, with the many obstacles confronting the project, it is something of a wonderment that the project succeeded at all. The project director seemed strongly dedicated to the success of the project, and faithfully attempted to steer the project on course. However, he didn't have any tangible reward such as financial aid to induce districts to conform more closely to the project design. It may be that disappointment and fatigue took its toll here as well, since it may be that the project director agreed on compromises too readily to keep the project operating. It is usually a truism, that once exceptions are made in the project, they become easier to give and more eagerly sought.

In spite of the above it is the auditor's considered opinion that the project did have a positive impact on most of the member schools. The students and public were served positively by most programs. It is believed a foundation has been laid for hospitality industry training programs. It is believed the framework exists here for the transporting of this program to other school districts in Arizona. Other districts can learn from the strengths and weaknesses of this program. The project coordinator has an extensive file of project developed resource materials and records in his office which should be available for other interested parties to examine.

The auditor wishes to express his appreciation for the many courtesies extended to him during the course of the audit visit.

John W. Simonds

John W. Simonds, Ed.D.
Auditor

May 24, 1973

CURRICULUM EVALUATION INSTRUMENT

NORTHERN ARIZONA HOSPITALITY EDUCATION PROGRAM

1. Purpose of material
   A. Classification
   ___ 1) Unit
   ___ 2) Speech
   ___ 3) Glossary
   ___ 4) Task procedure
   ___ 5) Reference material
   ___ 6) Job Descrip.
   ___ 7) Other

   B. Uses
   ___ 1) Teacher
   ___ 2) Student
   ___ 3) Counselor
   ___ 4) Other

   C. Grade level
   ___ 1) K-6
   ___ 2) 7-9
   ___ 3) 10-12
   ___ 4) Adult

   D. Type of school
   ___ 1) Rural
   ___ 2) Urban

   E. Hospitality Cluster Area
   ___ 1) Food Service
   ___ 2) Front Office & Bookkeeping
   ___ 3) Housekeeping & Laundry
   ___ 4) Buildings & Grounds Maintenance
   ___ 5) Advertising & P.R.
   ___ 6) Service Station Personnel

2. Content validity
   ___ Complete
   ___ Partial
   ___ Relevant
   Yes____
   No_____

3. Format (unit)
   A. Topical outline
   Yes____
   No_____
   B. Job description
   Yes____
   No_____
   C. Objectives
   ___ 1) Behavioral (performance)
   ___ 2) Other
   D. Learning experiences
   ___Superior
   ___Adequate
   ___Inadequate
   ___ 1) Information
   ___ 2) Attitudinal
   ___ 3) Skill

   E. Evaluation
   1. Evaluator
   Yes____
   No_____
   ___ a) Self
   ___ b) Teacher
   ___ c) Peer
   ___ d) Employer
   2. Method
   ___ a) Oral
   ___ b) Written
   ___ c) Performance

   F. Instructional Related Materials
   Yes____
   No_____
   ___ 1) Books and periodicals
   ___ 2) Visual aids (films, filmstrips)
   ___ 3) Speakers (industry reps.)
   ___ 4) Field trips
   ___ 5) Other

   G. Special equipment needed
   _____
   _____

4. Suggestions and Recommendations
   _____
   _____
   _____
   _____
   _____
   _____

5. Overall Rating
   ___Excellent
   ___Good
   ___Fair
   ___Poor
   ___Needs editing
   ___Usable as is

Evaluation Committee:

Clair Hill.....Northern Ariz. Univ.
James Kotofskie.....Catalina H.S.,Tucson
Louise Myers.....Apollo H.S., Phoenix
Clifton Newberry....Buckeye H.S.,Buckeye
Carma Zumwalt.....Kingman H.S.,Kingman

NORTHERN ARIZONA HOSPITALITY EDUCATIONAL
PROGRAM COORDINATOR

September 12, 1973

TO: Mr. Giles Shivers

FROM: Jim Novachek

SUBJECT: AV Equipment, Books, Films, and Resource Materials

I would like to request that the following materials purchased by this Exemplary Project be transferred to your department at the termination of this project.

The location of this equipment will be 1535 W. Jefferson Street, Phoenix, Arizona

A list of the following items consist of the entire balance of property purchased by this Exemplary Project. The location of this material will be the R.C.U. Library.

1 Bolex x155 Microzoom Super 8mm Camera with black carrying case V.E. 541

1 EK Tagraphic 120 Movie Projector V.E. 5-43

1 Vernon Deluxe Super 8 Movie Editor V.E. 5-42

1 Sears AU All Eight Motorized Editor Viewer No V.E. Number

3 Three Quartz Flood Lamps No V.E. Number

10 8mm film mailers

13 Projection cartridges

9 Rolls super 8mm film

5 Film mailers for 8mm film

1 Tape splicer

2 8mm reels with covers

16 MM FILMS WITH TEACHERS GUIDES

1 The Hamburger Sandwich

1 Dining Room Safety

1 Kitchen Safety = Preventing cuts and strains

1 The Front Desk

1 Fast Sandwich Making

1 Cafeteria Service

1 The Maid making up the Room

1 Presentation of Food and Beverage

1 Table Setting

1 Courtesy - Food Service is People Business

1 Mr. Bus boy

1 Courtesy - Inside Story

1 Kitchen Safety - Preventing Machine Injuries

1 Using Standardized Recipes

1 Supervisor Motivating Through Insight

1 The Maid Cleaning The Bathroom

1 Sandwich Prep and Presentation

1 Vegetable Preparation

1 How Do You Look When It Counts?

1 Taking The Order

1 Eye of the Supervisor

1 Carving The Rib Roast

1 Deep Fat Frying

NATIONAL EDUCATIONAL MEDIA, INC.
15250 Ventura Boulevard, Sherman Oaks, California 91403
Phone: (213) 990-2125

Cont. 16 MM FILMS WITH TEACHERS GUIDES

1 Braising and Stewing

1 Broiling

1 Roasting

1 A Cool Head for Salads

1 Give Your Eggs A Break

16 MM FILMS / FILM LOOPS 58 M.M. SLIDES

1 16 MM Film "Modern InnKeepers"

2 Film loops with records
"Food Service A Career To Consider"
N.R.A.

1 Film loop with record
"Preparing for an Interview"
J.C. Penny Co.

1 Film loop with record
"Career Decisions"
Finding, Getting and Keeping a Job"
J.C. Penny Co.

3 Film loops with record
1. I Like People Part I
2. I Like People Part II
3. The 10 minute Ambassador
Admaster, Inc.

1 Slide presentation Casette Tape Showing D.O. Program in Gr. Canyon

1 Reel to Reel Super 8MM Film with Tape recording of D.O. Program in Grand Canyon

6 Super 8MM Films in Cartridges Developed by Hospitality Education Coordinator

1 Guest Speakers

1 Student Summer Work Experience

1 Student Counseling

1 Chinle Class in action

1 Theory Class

1 Cooperative Education

TOURISM AND RECREATION REFERENCE BOOKS

1 The Tourist Business
Institutions Volume Finding Management
5 So. Wabash Chicago

4 Indexes of Selected Outdoor Recreation Literature Volumes I, II, III, IV
Supt. of Documents

1 Inventory of Federal Tourism Programs
Supt. of Documents

1 Developments in Tourism Curriculum
State Univ. of New York

3 Volumes in Outdoor Rec.
I = Private Assistance in Outdoor Rec.
II = Federal Assistance in Outdoor Rec.
III = Federal Focal Point in Outdoor Rec.
Supt. of Documents

2 Outdoor Recreation Action
Supt. of Documents

1 Financing of Private Outdoor Recreation
Supt. of Documents

1 Outdoor Recreation in the National Forests
Supt. of Documents

1 Education and Outdoor Recreation
Supt. of Documents

1 Recreation Program Leadership - A Suggested Two Year Post High School Curriculum
Supt. of Documents

1 Federal Outdoor Recreation Programs
Supt. of Documents

2 Volumes = Tourism Recreation and Retirement Study
Four Corners Region
State Capital Arizona

1 The U.S. Economy in 1980
Supt. of Documents

1 Patterns of U.S. Economic Growth
Supt. of Documents

HOUSEKEEPING REFERENCE BOOKS

2 Housekeeping Mgt. Assistant
"Student Copy"
"Teacher Copy"
Texas Tech. University

2 The Correct Maid
Ahrens Publishers

1 Training Yourself To Efficiently Clean and Sanitize A Restroom
Ahrens Publishers

1 Housekeeping
Ahrens Publishers

1 Household Employment Training
Supt. of Documents

1 The Selection and Maintenance of Commercial Carpet
A.H.M.A.

1 The Selection Care of Institutional Textiles
American Hotel, Motel Assoc.

1 Country / Colonial Themes
1 The 3 c's of Atomsphere
walls, floors, lighting
1 The 3 c's of Atomsphere
chairs, tables, fabrics-linners-bedding
Instutions Magazine, Chicago

FOOD PREPARATION REFERENCE BOOKS

1 The Mgt. of People in Hotels, Restaurants and Clubs
William Brown Publishers

1 Modern Sandwich Methods
American Institute of Baking

1 Organizing A Food Trade Program
Supt. of Doc.

1 Nutrition Part I Student Guide
Part II Teacher Guide
State of N.J. Dept of Ed.

1 Sanitary Food Service
Supt. of Documents

1 Food Service Employee Part I Student Guide
Part II Teacher Guide
State of New Jersey

1 Modern Motel Keeping
Tourist Court Journal
Temple, Texas

1 Food Service Course of Study
Univ. of Missouri, Columbia

1 The Bakers Manual
Ahrens Pub.

1 Food Preperation for Hotels Restaurants and Cafeterias
American Technical Society

1 Work Analysis and Design for Hotels, Restaurants and Instituions
A.V.I. Publishing

1 The Art and Science of Modern InnKeeping
Ahrens Publishers

1 Quantity Food Production
Mc Cutchan Publishers

1 The IFMA Encyclopedia of the Food Service Industry
International Food Service Manufactures

1 The Nautical Way
1 The Preparation Kitchen
Instutions Magazine

1 Dietitian Aide Part I Student Copy
Part II Teacher Copy
Texas Tech. University

1 Quanity Food Preperation
Supt. of Doc.

1 Food Service Worker
Delmar Publisher

1 Instructors Guide for the Teaching of Professional Cooking
Inst. Publisher

1 A Task Unit Concept for On-The-Job-Training
University Missouri

1 Menu Design
Inst. Publisher

1 Introduction to Professional Food Service
Inst. Publisher

1 Food Service
University Texas, Publisher

1 Meat Buyers Guide to Standarized Meat Cuts
1 Meat Buyers Guide to Portion Control Meat Cuts
Nat. Assoc. of Meat Purveyors
120 S. Riverside Plaza, Chicago

1 Our First Foods Book
1 Our Second Foods Book
1 Our Third Foods Book
Curric Lab.
Rutgers, Univ., New Jersey

1 Inst. Food Service Supervisor
Chef Individual Study Guide
State Department Ed. Jefferson City, Missouri

1 Sanitation for Food Service Workers
Inst. Publishers

1 Food Science
Rutgers Univ.

1 The How To Make It Bakery Book
Rutgers Univ.

1 Food Training Routines
1 Storage Speacafics
1 The Finishing Kitchen
Inst. Publishers

1 Cooks
Supt. of Documents

1 Baking "Related Science" Trade Information
Rutgers, Univ.

1 Food Service in Industry and Institutions
William C. Brown Publisher

FOOD SERVICE REFERENCE BOOKS

2 The Correct Waitress
Ahrens Publishers

8 Service is An Honorable Profession
Mc Garvey Boat Drive In Restraurant
Vermilion, Ohio

2 The Essentials of Good Table Service
Cornell Univ. N.Y.

COOPERATIVE EDUCATION RELATED BOOKS

2 Guides for Cooperative Vocational Education
Univer. of Minnesota

1 Cooperative Education Workbook
State of Arizona
State Dept. of Ed.

1 Cooperative Education
University of Missouri

5 Arizona Cooperative Education
State Dept. of Education Arizona

3 Labor Laws
State of Arizona
Industrial Commission

1 Finding and Holding A Job
Finding a Job Through the Newspaper
Delmar, Publishers

2 You and Your Job
Southwestern, Publishers

1 Industry Wage Survey
Supt. of Documents

1 Handbook on Cooperative Education
Texas Tech. University

1 Advisory Committee
State Dept. Vocational Education, Arizona

1 Promoting Job Finding Success for the unemployeed
1 The Nature of the Job Problem and the Role of New Public Service Employment
1 The Role of the U.S. Employment Service in A Changing Economy
W.E. Upjohn Institute
300 Westnidge Ave.
Kalamazoo, Michigian

1 Set of Protitable Food Service Management
9 Volumes relating to Employment
American Rest. Assoc.

1 Set of "You and Your Job"
5 Volumes related to Employment
Ahrens Publishers

REFERENCE BOOKS RELATED TO FRONT DESK PROCEDURES

1 Uniform System of Accounts
A.H.M.A. Publishers

1 Office Occupations
Delmar

1 How To Make Advertising Pay
Ahrens Publishers

1 Managerial Accounting for the Hospitality Service Industries
William C. Brown Co.

1 The Components of Communication
Inst. Publishers

1 Hotel Front Office Management and Operation
William C. Brown, Publishers

8 Volumes
Marketing Activities
Mc Graw Hill-Gregg Div.

REFERENCE BOOKS IN BUILDING MAINTAINCE, GROUNDS AND POOL CARE

1 Landscape for Living
Supt. of Doc.

1 Plumbing Related Information
2 Volumes
Delmar Publishers

1 Office Machine Repairman
1 Heating Technicial
1 Air cond. Ref, Repairman
Litton Institutional Materials

1 Household Appliance Repairman
1 Building Main. Worker
1 Electronics Technicain
1 Automobile Mechanic
Delamr Publishers

1 Building Custodian
1 Electricity in Refrigeration
1 Basic Comfort Heating
1 Basic Electricity Practice
1 Principles of Electric Wiring
Rutgers Univ.

1 Painting and Decorating
Univ. of Missouri

1 Electrical Appliance Services
University of Missouri

1 Swimming Pools
Lane Books Menlo Park California

REFERENCE BOOKS RELATED TO COUNSELING AND GUIDANCE

17 Careers for Youth in the Food Service Industry
Nat. Rest. Association

50 Your Career in the Hotel Motel Industry
A.H.M.A.

1 Attracting Young People to the Lodging Industry
A.H.M.A.

1 Aim for A Job in Restaurants and Food Service
Richards Rosen Press

1 The Hotel and Restaurant Business
Medalist Publications

1 Occupational Outlook Handbook
Supt. of Documents

1 Transcript of Major Addresses 25th CHRIE Conference
CHRIE 1522 N. St. Washington, D.C.

1 Learning A Living
State Div. of Voc. Educ. Arizona

1 Career Development
New Jersey Dept. of Education

1 The Psychological Corporation Test Catalog
304 E. 43rd Street New York, N.Y.

1 High School Counselors Manual
Armed Services Voc. Aptitude Batteries
Dept. of Defense

An assortment of College bulletins from schools around the country offering courses and degrees in hospitality education.

REFERENCE BOOKS FOR CURRICULUM DEVELOPMENT

14 Analyzing Performance Problems
Fearon Pub.

11 Preparing Instructional Objectives
Fearon Pub.

14 Developing Attitude Toward Learning
Fearon Pub.

6 Developing Vocational Instruction
Fearon Pub.

13 Basic Principles of Curriculum and Instruction
Univ. of Chicago Press

7 Self Concept and School Achievement
Prentice Hall Pub.

1 Fifty Hints for Teaching of Voc. Educ.
American Tech. Society

1 Practicial Aspects of Team Teaching
Fearon Pub.

1 Developing Programmed Instructional Materials
Fearon Pub.

1 Values and Teaching
Charles Merrill Pub.

1 Standard Terminology for Curriculum and Instruction in Local and State School Systems
Supt. of Documents

EVALUATION REFERENCE BOOKS

1 Evaluation of Voc.-Tech. Education
Am. Voc. Assoc.

1 Navajo Bibliography with Subject Index
Navajo Tribe
Window Rock

1 Student Reactions to Hospitality Educ. Programs in five Schools serving as clinical sites for the 67-68 Hospitality Educ. Project
Michigan State Univ.

1 Psychological Testing Third Edition Anne Anastas
The MacMillian Co.

1 The States and Their Indian Citizens
Supt. of Documents

1 Statistical Abstract of the United States 1971
Library of Congress

1 Appraising Voc. Fitness
Harper Row Pub.

1 Catalog of Federal Educ. Assistance Programs
Supt. of Documents

1 Handbook of Formative and Summative Evaluation of Student Learning
The Gryphon Press

1 The Fifth Mental Measurements Yearbook
The Gryphon Press

GENERAL RELATED MATERIALS

1 Pamphlet "Visually Handicapped Workers in Service Occupations in Food Service and Lodging Industries"
American Foundation for Blind
15 W. 16th St.
New York, N.Y.

1 Teaching the Culturally Disadvantaged
Science Research Associates
165 University Ave.
Palo Alto, Calif.

1 1967 Census of Business
Supt. of Documents

1 Voc. Educ. and Federal Policy
W.E. Upjohn Institute.
300 Westnidge Ave.
Kalamazzo, Michigan

1 Human Relations in the Restaurant Industry
Cornell University

1 Hospitality a Suggested Course of Study
Rutgers University

1 Developing a Hospitality Program in High Schools
CHRIE

1 Operation Breakthrough "An Approach to Hotel-Motel Operations in 1978
A.H.M.A.

1 Math Workbook
Food Service Lodging
Inst. Pub.

1 Food Service Lodging
English Workbook
Inst. Pub.

1 Commerical Foods
Mathamatics - 1
Rutgers Univ.

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